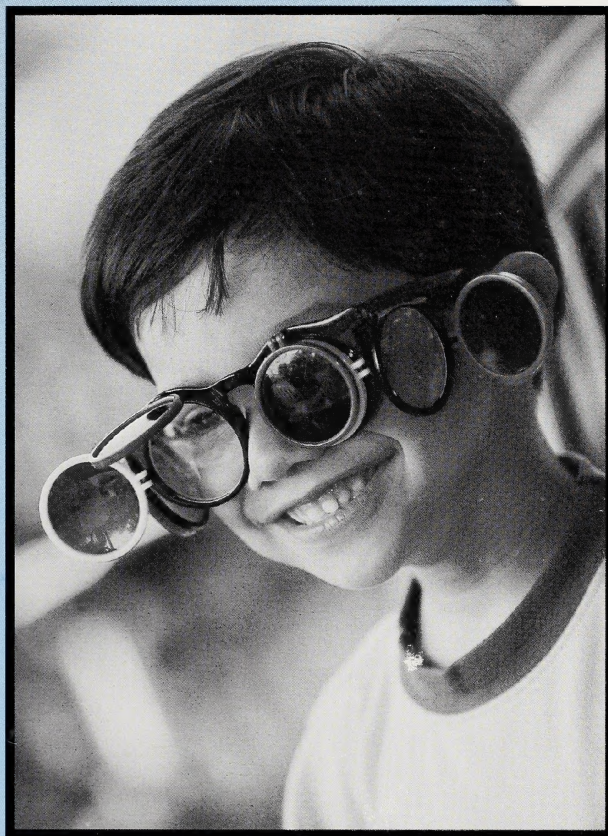



## Thematic Module 2B



# Imagine That!



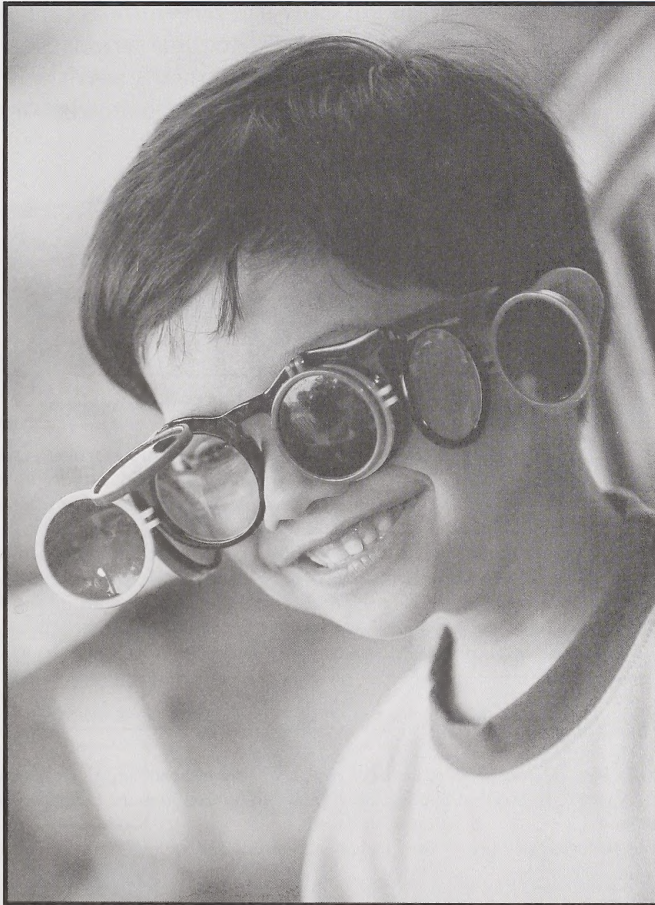


Digitized by the Internet Archive  
in 2017 with funding from  
University of Alberta Libraries

# Thematic Module 2B

## Imagine That!

### Day 10 to 18





**This product is the result of a joint venture with the following contributors:**



Alberta Learning  
10155 – 102 Street  
Edmonton, Alberta T5J 4L5



**BRITISH  
COLUMBIA**

Ministry of Education  
PO Box 9150, Stn Prov Govt  
Victoria, British Columbia V8W 9H1  
Internet: <http://www.gov.bc.ca/bced/>



**Learning  
Technologies  
Branch**

Learning Technologies Branch  
Box 4000  
Barrhead, Alberta T7N 1P4  
Tel: (780) 674-5350, Fax: (780) 674-6561



**OPEN  
SCHOOL**

Open School  
Open Learning Agency  
1117 Wharf Street, 2nd Floor  
Victoria, British Columbia V8W 1T7  
Internet: <http://www.openschool.bc.ca/>



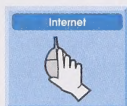
Alberta Distance Learning Centre  
Box 4000  
Barrhead, Alberta, Canada T7N 1P4  
Tel: (780) 674-5333, Fax: (780) 674-6977  
Internet: <http://www.adlc.ab.ca/home>



Learning Resources Centre  
12360 – 142 Street  
Edmonton, Alberta T5L 4X9  
Tel: (780) 427-2767, Fax: (780) 422-9750

Grade One Thematic  
Module 2B: Imagine That!  
Day 10 to Day 18  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2333-8

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

### ALL RIGHTS RESERVED

Copyright © 2002, the Crown in Right of Alberta, as represented by the Minister of Learning, Alberta Learning, 10155 – 102 Street, Edmonton, Alberta T5J 4L5. All rights reserved. Additional copies may be obtained from the Learning Resources Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Learning.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

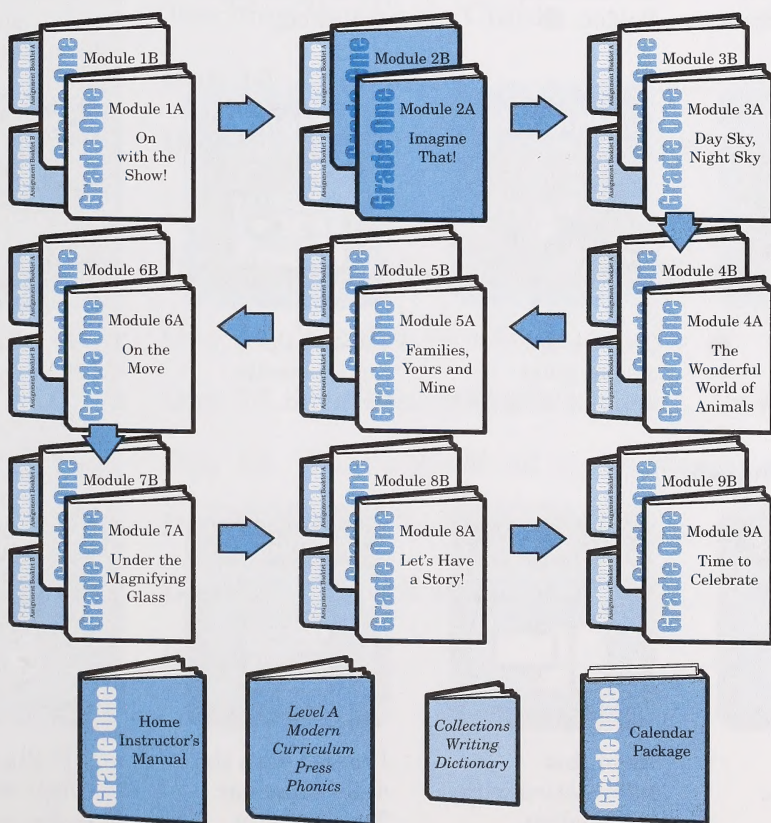


## Course Overview: Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

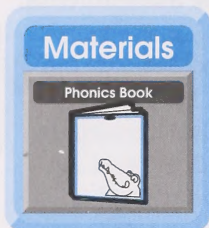
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



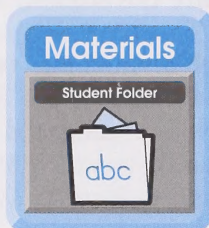
## Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

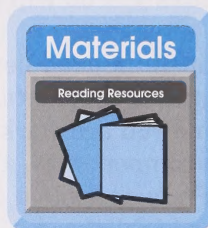
### Icons: Materials



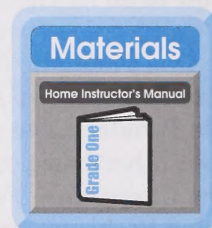
Turn to the  
*Level A: Modern  
Curriculum Press  
Phonics* book.



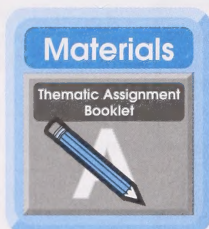
Place an item in  
the Student  
Folder.



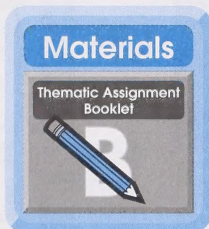
Turn to the  
reading resource  
indicated.



Turn to the Home  
Instructor's Manual  
for further  
information.



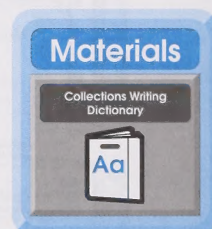
Turn to the  
Assignment  
Booklet indicated.



Turn to the  
Assignment  
Booklet indicated.

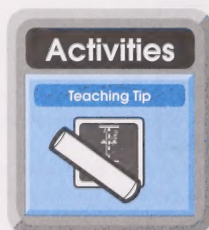


Turn to the  
audiocassette  
indicated.

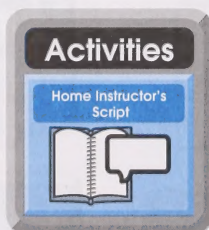


Turn to the  
*Collections Writing  
Dictionary*.

### Icons: Activities



Read this  
information to  
yourself.



Read this  
information with  
the student.



Proceed with the  
daily Calendar  
Time activity.



Access the Internet for  
the student. (This activity  
is always optional.)



# Contents

Thematic Module 2 Overview .....	1
Module Web Chart .....	2
Module Skills and Concepts .....	3
Module Materials .....	5
General Supplies .....	6
Student Folder .....	7
Additional Resources .....	8
Teaching the Whole Child .....	10
<b>Day 10</b> Little or Big? .....	11
<b>Day 11</b> Who's Big and Who's Little? .....	32
<b>Day 12</b> Wild and Wonderful! .....	50
<b>Day 13</b> Would You? Could You? Should You? .....	72
<b>Day 14</b> Wishful Thinking .....	91
<b>Day 15</b> The Tale of Popcorn Pete .....	111
<b>Day 16</b> What's the Wind Up To Now? .....	128
<b>Day 17</b> What Shall I Buy? .....	145
<b>Day 18</b> The Tub Monster .....	165
Image Credits .....	179







# Module 2 Overview

## Imagine That!



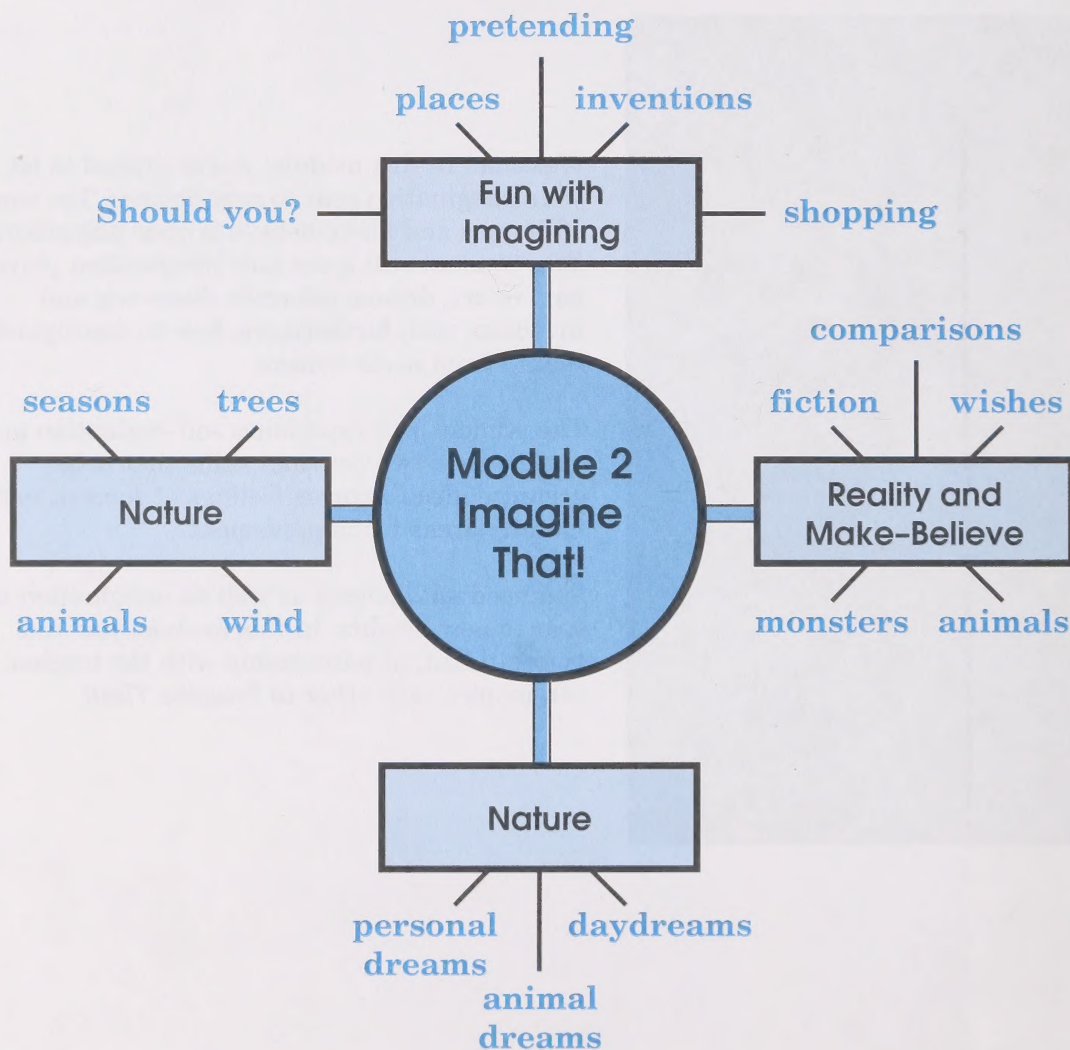
Welcome! In this module, you're invited to let your imagination soar to new heights. The world of dreams and make-believe is your playground. Your student will learn how imagination plays a part in art, drama, scientific discovery, and invention and, furthermore, how to distinguish reality from make-believe.

The student will experience self-evaluation and goal setting, two personal skills that help organize ideas, express feelings of success, and identify areas for improvement.

You need enthusiasm as well as imagination to soar to new heights. In this module, you and your student, in partnership with the teacher, can inspire each other to *Imagine That!*

## Module Web Chart

This chart highlights the main thematic topics for this module.





## Module Skills and Concepts

In this module, students will learn how imagination contributes to language, art, drama, scientific discovery, creative ideas, and personal growth. Learning builds on previous knowledge, so if a child finds material exciting and motivating, there is no telling how much growth is possible. You can't anticipate exactly how far this module may take your student, but the skills and topics listed below indicate many possible learning outcomes. You and your student can only Imagine That!

### Language Arts Skills

- **Reading**—Use reading strategies (previous experience, prediction, picture reading, letters and sounds, word families, meaning, predictable patterns, rhymes, rereading, reading on); demonstrate comprehension skills (answer questions and “read between the lines,” self-correct when reading does not make sense, recall and retell favourite stories); build vocabulary; read a variety of imaginative materials (poems, stories, songs, charts, webs); and read orally with expression.
- **Writing**—Write about topics of study; write creatively (stories, poems, reports, booklets, rhymes charts, webs, titles); demonstrate awareness of capital letters and end punctuation; work with rhymes, rhythms, and sounds in pattern stories and poems; and write about own ideas and experiences.
- **Speaking**—Use complete sentences; share personal experiences; brainstorm; talk about recent learning; make observations about experiences; increase vocabulary, for example, descriptive and science words; speak with appropriate volume, expression, and clarity; and contribute to discussions.
- **Listening**—Listen for sounds and rhymes; follow directions; listen for details and information; listen and respond appropriately to others; and be attentive and interested during listening.
- **Viewing**—Be attentive and interested in information presented visually, and talk about interesting aspects of media text and pictures that have been viewed.
- **Representing**—Use visual representations to retell, recall, and create stories, poems, rhymes, charts, and booklets.
- **Printing**—Identify and print capital and lower-case letters, and print words and sentences.
- **Phonics**—Discriminate **a** as in **apple** and the consonant sounds of **d, g, l, w, qu, v, x, y,** and **z,** and review the consonant sounds of **b, c, d, f, g, h, j, k, m, n** and **p.**

- **Spelling**—Attain mastery of the spelling words **and, a, an, can, at, and of**.
- **Sight Words**—Attain mastery of the high-frequency words **you, at, of, that, this, in, is, it, if, for, was, on, are, as, have, with, his, one, two, three, and by**.
- **Health and Life Skills**—Set goals; generate ideas for self-improvement; self-evaluate goals; and state preferences.
- **Mathematics**—Sequence events within one day and over several days, and name in order the days of the week.
- **Science**—Explore and investigate; predict; identify and manipulate materials; make observations; illustrate; select appropriate materials for construction; build things; evaluate design and use of materials; and recognize that products are developed for specific purposes.
- **Drama**—Foster imagination; become aware of body and voice as instruments of expression; explore and express large and small body movements; develop techniques for relaxation; develop concentration; recognize and trust intuitive responses; understand and express emotion appropriately; and respond to stimuli, for example, music, art, and literature.
- **Physical Education**—Demonstrate body awareness through movement, including shape, balance, and transfer of weight; demonstrate space awareness through movement, including direction of personal and general space; demonstrate movement sequences; and experience success and enjoyment through dance activities.
- **Music**—Recognize and respond to changes in music (volume, pitch, rhythm, melody, harmony, and tempo); move to the beat; improvise movement to literary pieces and classical music; sing in tune; participate in singing games and action songs; and listen to instrumental and vocal music.
- **Art**—Use modelling clay, paint, wax crayons, and construction paper to explore and apply methods in drawing, painting, print making, and sculpture during Project Time activities.

## Technical Skills

- **Computer**—Use developmentally appropriate computer programs, and apply guided research skills on the Internet.

**Note:** Students are not expected to master all of these concepts and skills at this time but will work toward mastery throughout the program.



# Module Materials

## Books

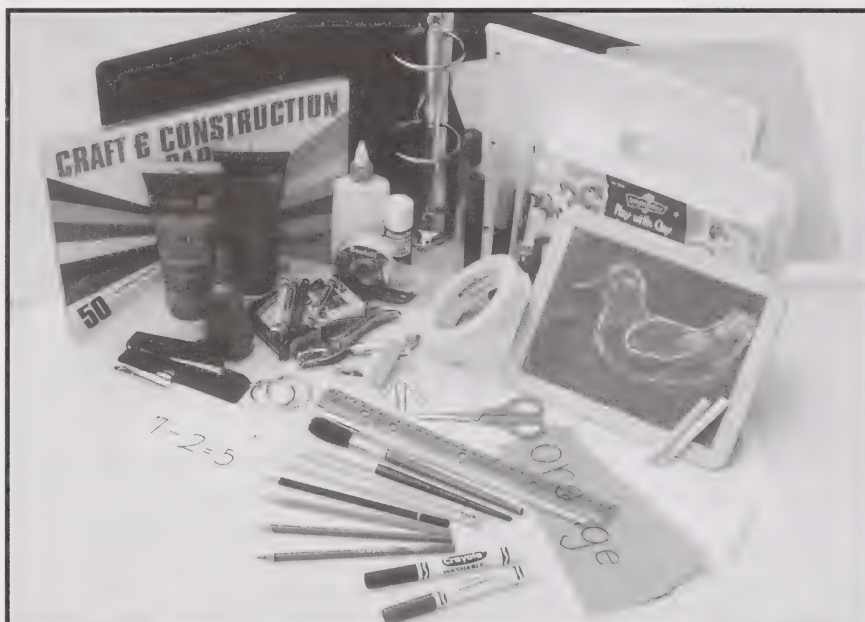
- *Level A: Modern Curriculum Press Phonics*, selected pages
- *Collections Writing Dictionary*
- *Big or Little?* by Kathy Stinson
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault
- *Collections: It Looks Like*
- *Collections: Once upon a Time*
- *Collections: Time to Play*
- *Collections: Too Silly!*
- *Collections: Where Do Words Go?*
- *Collections: With a Friend*
- *Jillian Jiggs* by Phoebe Gilman
- *Jump In*, Nelson Anthology
- *Toes in My Nose* by Sheree Fitch
- *Where the Wild Things Are* by Maurice Sendak

## Audio Resources

- Classics for Children* with Arthur Fiedler and the Boston Pops (compact disc)  
*10 Carrot Diamond* by Charlotte Diamond (audiocassette)

## General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



### Materials

Home Instructor's Manual



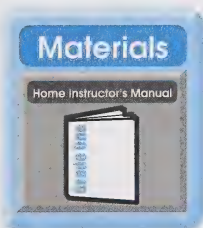
See the Home Instructor's Manual for further information on the Master List of Required Materials.



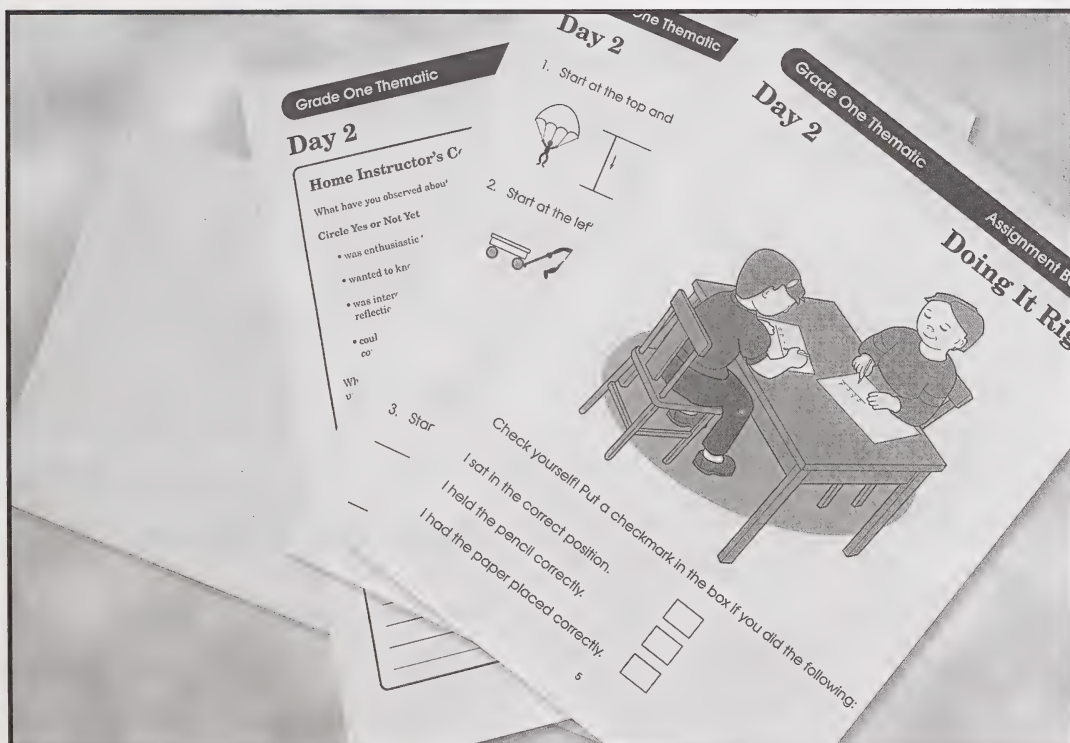
## Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



**Note:** The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



## Additional Resources

Begin this module by taking stock of the suitable resources you already have. Then visit a library for materials to enrich your study. Following is a list of suggestions by topic. You may find others. Ask your librarian for assistance.

### Fiction Books

#### Alphabet

*Aardvarks, Disembark!* by Ann Jonas  
*Alfred's Alphabet Walk* by Victoria Chess  
*Anno's Alphabet* by Mitsumasa Anno  
*ANTics! An Alphabetical Anthology* by Cathy Hepworth  
*On Market Street* by Arnold Lobel

#### Cats

*A Cat's Tale* by Rikki Cate  
*And You Can Be the Cat* by Hazel Hutchins  
*Dragon's Fat Cat* by Dave Pilkey  
*Have You Seen My Cat?* by Eric Carle  
*Hi Cat!* by Ezra Jack Keats  
*Millions of Cats* by Wanda Gag  
*Moonbeam on a Cat's Ear* by Marie-Louise Gay  
*The Owl and the Pussycat* by Edward Lear  
*The Snow Cat* by Dayal Kaur Khalsa

#### Comparisons

*Big and Little* by Steve Jenkins  
*Biggest, Strongest, Fastest* by Steve Jenkins  
*David's Father* by Robert Munsch

#### Dreams

*Baby Dreams* by Eugenie Fernandes  
*The Berenstain Bears and the Bad Dream* by Stan and Jan Berenstain  
*The Berenstain Bears in the Dark* by Stan and Jan Berenstain  
*Dorothy's Dreams* by Kady MacDonald Denton  
*Dreamcatcher* by Audrey Ososky  
*Dreams* by Ezra Jack Keats  
*Grandfather Twilight* by Barbara Berger  
*Quilt of Dreams* by Mindy Dwyer  
*There's a Crocodile Under My Bed* by Ingrid and Dieter Schubert  
*There's a Nightmare in My Closet* by Mercer Mayer

#### Flight

*The Balloon Tree* by Phoebe Gilman  
*The Big Balloon Race* by Eleanor Coerr  
*Curious George and the Hot Air Balloon* by Margret Rey  
*The Little Boy and the Balloon Man* by Brad McCracken

#### Imagination

*Abuela* by Arthur Dorros and Elisa Kleven  
*Alphabet Soup* by Kate Banks  
*And to Think That I Saw It on Mulberry Street* by Dr. Seuss  
*The Balloon Tree* by Phoebe Gilman  
*Cows Can't Fly* by David Milgrim  
*The Flying Dragon Room* by Audrey Wood  
*Grandma's Walk* by Anna Grossnickle Hines  
*Harold and the Purple Crayons* by Crockett Johnston  
*I Wish That I Had Duck Feet* by Theo LeSieg  
*No Dinosaurs in the Park* by Dorthy Joan Harris  
*Should You Ever?* by Robert and Marlene McCracken  
*Those Green Things* by Kathy Stinson  
*Waves in the Bathtub* by Eugenie Fernandes  
*What Can You Do with a Shoe?* by Beatrice Schenk de Regniers  
*When You Were Little and I Was Big* by Priscilla Galloway  
*Who Wants a Cheap Rhinoceros?* by Shel Silverstein

### Fiction Books (continued)

#### Lessons

*The Berenstain Bears and the Truth* by Stan and Jan Berenstain  
*The Berenstain Bears Forget Their Manners* by Stan and Jan Berenstain  
*Strega Nona* by Tomie de Paola



## Nature

*All the Places to Love* by Patricia MacLachlan  
*The Giving Tree* by Shel Silverstein  
*Red Leaf, Yellow Leaf* by Lois Ehlert  
*The Seasons of Arnold's Apple Tree* by Gail Gibbons

## Rhymes

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.  
*Hop on Pop* by Dr. Seuss  
*One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss  
*Sometimes I Wonder If Poodles Like Noodles* by Laura Numeroff  
*There's a Wocket in My Pocket* by Dr. Seuss

## Wind

*Chinook* by Sharyn Marston  
*Follow That Hat* by Pierre Pratt  
*Gilberto and the Wind* by Marie Hall Ets  
*Millicent and the Wind* by Robert Munsch  
*Simon and the Wind* by Gilles Tibo  
*Walt Disney's Winnie the Pooh and the Blustery Day* by Teddy Slater  
*The Wind and the Sun* by Tomie de Paola  
*The Wind Blew* by Pat Hutchins

## Wishes

*The Fisherman and His Wife* by The Brothers Grimm  
*Gluskabe and the Four Wishes* by Joseph Bruchac  
*Please Try to Remember the First of October* by Theodore LeSieg  
*Sylvester and the Magic Pebble* by William Steig  
*Wait and See* by Robert Munsch

## Non-Fiction Books

### Animals

*The Hippopotamus (Animal Close-Ups)* by Michel Denis-Hout and Christine Denis-Hout

## Crafts

*Playing with Plasticine* by Barbara Reid

## Inventions

*100 Inventions That Shaped World History* by Bill Yenne  
*The Light Bulb (Inventions That Changed Our Lives)* by Sharon Cosner  
*Snap, Button and Zip: Inventions to Keep Your Clothes On* by Vicki Cobb  
*What's Inside?: Great Inventions* by Hilary Hockman

## Music

*Cinderella* by Walt Disney  
*Pinocchio* by Walt Disney  
*Sharing a Story* by Bob Schneider  
*The Wizard of Oz* by Walt Disney

## Poetry

*Hailstones and Halibut Bones* by Mary O'Neil

## Wind

*Wind (Science Emergent Readers)* by Susan Canizares  
*Feel the Wind* by Arthur Dorros  
*What Makes the Wind?* by Lawrence Santrey

## Internet

### Nursery Rhyme Websites

<http://www.zelo.com/family/nursery/>  
<http://www.mamalisa.com/house/>

### Author Websites

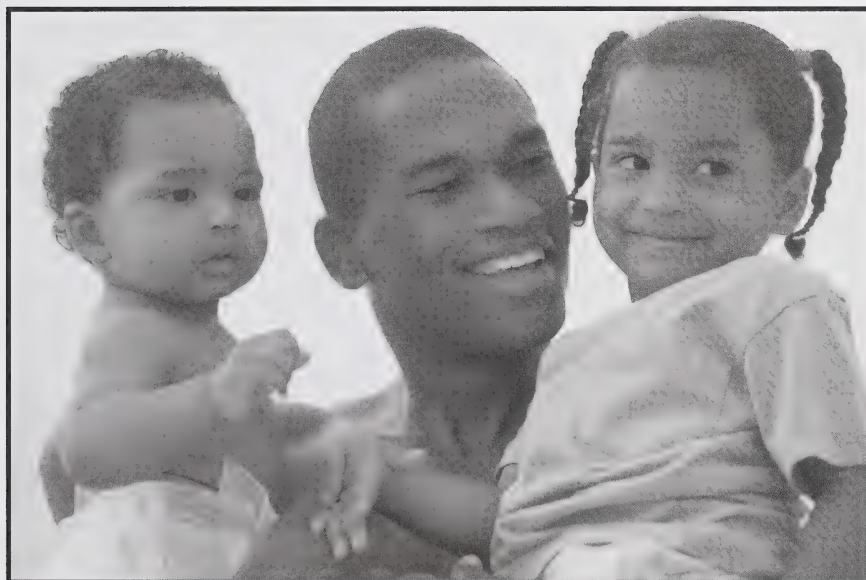
<http://www.berenstainbears.com>  
<http://www.phoebegilman.com>  
<http://www.acs.ucalgary.ca/~dkbrown/k6/fitch.html>





# Little or Big?

Today's activities challenge your student to make comparisons and imagine the past and the future. What was it like to be a baby or a toddler? What would it be like to be a teenager or an adult? The student will consider developmental changes that occur over time.



You could put together a box full of assorted clothing and props from various stages of development, such as baby bottles, neckties, dresses, and hats. Refer to Project Time for more ideas.

### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed
- full-year calendar

#### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- interlined scribbler (optional)
- Thematic Assignment Booklet 2B  
– Day 10: Printing Ll
- *Level A: Modern Curriculum Press Phonics* pages 35 and 36
- *Big or Little?* by Kathy Stinson
- stamp, sticker, or lollipop (optional)

#### Silent Reading

- books, magazines, or other favourite reading material

#### Math Time

- See Mathematics Module 2, Day 10.

#### Project Time

##### Role-Playing Big and Little

- dress-up clothes and other props
- large box or trunk

#### Story Time

- mutually chosen reading material



### Calendar Time

**Time recommended: 10 minutes**

Follow regular Calendar Time procedures, and then use the student's personal calendar and a full-year calendar to do some comparisons.





What is the name of the present month?

How many days are in this month?

What is the name of last month?

How many days were in last month?

Are there the same number of days in each of these months?

Which month has more days?

Now look at the whole year on one calendar.

How many months are there in a year? (12)

Check the number of days in each month.

Which months have the most days? (January, March, May, July, August, October, December)

How many days are in these months? (31)

Which month has the fewest days? (February)

How many days does it have? (28 or 29)

Has the weather during this month been mostly warm or cold?

What kind of weather do you like best? Why?

What kind of weather do you not like? Why?

### Focus for Today

The focus today is **role-playing**. Does your student consider role-playing fun and educational? Is the child able to pretend to be someone else?





## Language Arts

**Time recommended: 35 minutes**

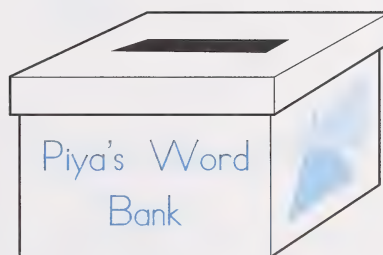
### Word Study

Print these high-frequency words on coloured index cards.

on

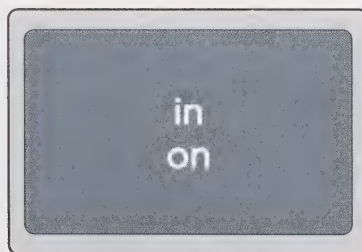
are

If your student is able to read the words at a glance, place them in the Personal Word Bank and help the student choose a theme or special-interest word to print on a white index card.



If the student needs to practise these new words, use the activities that follow:

- Print the word **in** from Day 6 on the chalkboard or a piece of paper. Review it. Print the word **on** below it to compare the two words.



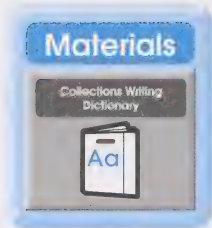
Your student will probably notice that only the vowel is different. Review the sound of **n**. Explain that the letter **o** makes the sound “o” as in octopus. Have the student blend the sounds to sound out the new word.

- Print the word **are** in a few short sentences, and see whether the student can predict the word through context.

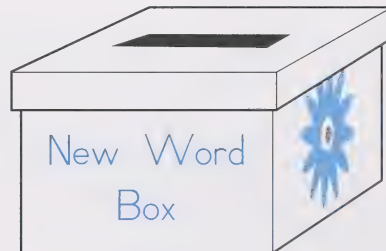
What **are** you doing?

Where **are** you going?

- Ask your student to say sentences using the words **on** and **are**.
- Find these words in a story or on a chart.
- Have the student print the words on a piece of paper, chalkboard, or computer screen.





If the student has a theme or special-interest word on a white index card, practise it in a similar way. After practice, place the words in the New Word Box. Write any new words in the *Collections Writing Dictionary*.



## Phonics and Printing

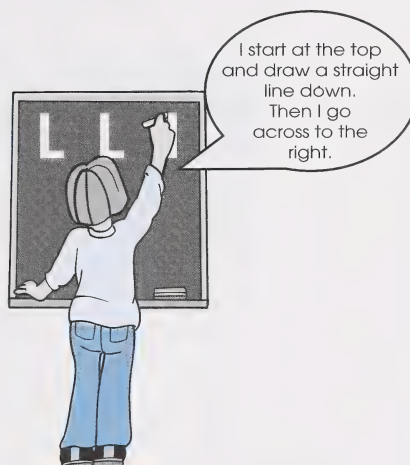
Introduce the sound and letter formations of the letter **l** as follows:

- Show the key word and action for **l**, the musical sound “la-la-la.”

l	la-la-la 	Emphasize that the letter <b>l</b> is a musical sound by saying “la-la-la.”	
---	---	---	---



- Demonstrate how to print capital **L** and lower-case **l** by describing how you shape each letter.



- Have the student warm up as needed. Depending on his or her level of development, have the student practise **L** and **l** on a base line or in an interlined scribbler, whichever is most comfortable.

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 10: Printing Ll.

## Materials

Phonics Book



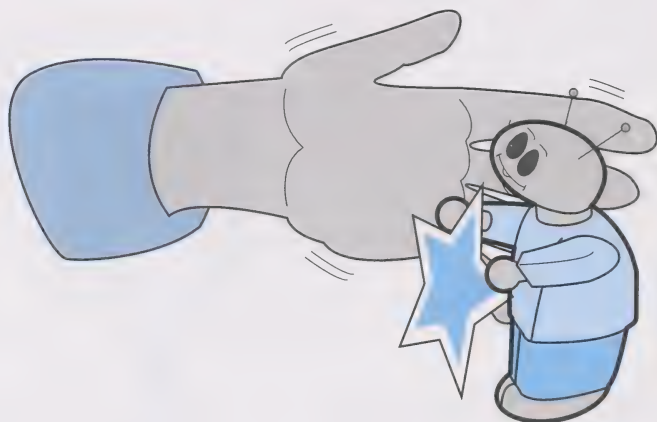
Turn to page 35 in *Level A: Modern Curriculum Press Phonics*. Read the verse together twice. Have the student circle all the words in the verse that begin with the “l” sound.

Read the directions together, and have the student repeat them. If the student understands the directions, continue with the assignment. If more guidance is needed, help with two or three examples.

Monitor the student’s progress, and then mark the page. Have the child correct any errors. Then re-mark with another colour of pen.

Have the student complete page 36 as independently as possible.

You could acknowledge the student's efforts with a stamp, a sticker, or something starting with **L**, such as a lollipop.



Before placing the phonics page in the Student Folder, ask the student to label page 35 with the usual information:

- full name
- M2D10

## Music and Movement

**Time recommended: 10–15 minutes**

Announce that your student will act out the changes that occur as a seed grows into a tree and as a baby grows and learns. Use the following script.

Pretend that you are a little tree seed planted in the ground.

First, roll into a ball shape, just like a real seed.



Now pretend the seed is sprouting and slowly growing taller, taller, and taller. (Suggest that the student stand up slowly.)



Next, the tree is growing big branches. (Stretch out your arms as far as they will go, and stand with your feet apart.)

Your tree is now big and sturdy and swaying in the wind. (Stand with your feet apart and wave your arms back and forth.)

Challenge the student to think of other ways a tree might change, for example, with leaves growing or falling to the ground.

You have shown how a tiny seed grows into a big tree.

Now pretend that you are a little baby. (You could lie on your back, wave your arms, and kick your feet in the air.)



Soon you begin to crawl.

Crawl around the room. Look at things as though you are seeing them for the first time.



Now you are learning to walk.

At first, you are not very steady on your feet, so you hold on to furniture.

As time goes by, you can walk better and better.





Before you know it, you are walking forward, backward, and sideways. (Encourage the student to walk these ways.)

You can even jump and hop on one foot. (Continue to encourage these actions.)

Now you are all grown up and can run like the wind.



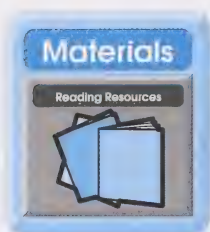
Weather permitting, take your student outside to play a game of tag.

As a further challenge, have the student pretend to get progressively older until a cane or walker is needed.

### Language Arts

**Time recommended: 60 minutes**

#### Reading



Today's story emphasizes the opposite words **big** and **little**. Allow time for your student to explore the book *Big or Little?* by Kathy Stinson. Then use the script that follows.

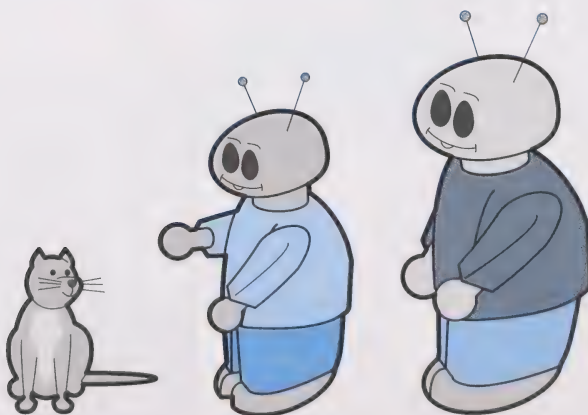
What do you think this story will be about?

Why do you think that?

Let's read the title together. (Move your finger slowly under the title as you read it.)

Do you ever feel small? When?

Do you sometimes feel big? When?



Look at the question mark in the title.

The child is wondering if he is big or little.

Let's read the story to find out whether the boy enjoys being big or little.

Read the book once as **modelled reading**. Pause to look at the illustrations. Draw your student's attention to the way the artist shows how the boy is feeling.

Which part of the story do you like best? Why?

When you read that part, did you think that the story could be about you?

Were there any other times when you felt like you could be the one in the story?

Show me the part. Tell me how you feel when we read this part.

What would you like to do if you were bigger?

What did you do when you were smaller?

Would you still like to do some baby things?  
Give an example.





You couldn't read when you were younger, but now you are learning to read.

Let's read the story again, and you can help with some of the reading.

Have your student point to and read each word in the title. Show how to make *Big or Little?* sound like a question. Then read the first page of the story. Point to the words **I feel so big**. Read slowly encouraging the student to join in.

### Activities

#### Teaching Tip



Read the rest of the book in the manner that follows:

- Allow the student time to fill in known words, such as **I** and **can**.
- Encourage the student to look for phrases like **tie my shoes** and **zip my jeans**.
- Have the student look at the pictures for other **cues**, or hints.
- Set the pace to suit your student's interest and ability, neither rushing nor dragging the reading. If you move too quickly, the child cannot process the information fast enough to take in the illustrations, the sounds of the letters, and the familiar words. On the other hand, if you move too slowly, the child will lose interest.
- Note that this book is more advanced than an early reading book, so your student may not be able to take full turns but may chime in with some words and phrases, such as **that means I'm big** or **that means I'm little**.
- Keep in mind that the student will benefit from reading along with you. Even if not doing all of the actual reading, the student will learn the following:
  - to empathize, or identify with, a story character
  - to improve comprehension skills
  - that print has meaning

## Writer's Workshop

Print the headings **big** and **little** on two sheets of unlined paper.

big	little
-----	--------

Discuss and list things your student would like to do when grown up. Have the child choose one to write and draw about under the heading **big**. Use the following sentence starter.

When I am big, I will \_\_\_\_\_.

Then discuss and list what your student did as a baby or toddler. Ask the student to select one idea for writing and drawing under the heading **little**. Use the following pattern.

When I was little, I \_\_\_\_\_.

For a more advanced student, omit the sentence pattern and encourage independent self-expression for several sentences.

Label the back of each page with the following:

- student's full name
- M2D10

Display the work for a few days or present it at Sharing Time before placing it in the Student Folder.



### Enrichment (optional)

Make a booklet called **Big or Little?** Head each page **big** or **little** as done in the previous activity.

Have the student look through magazines or catalogues to find and cut out pictures of people or items that represent either big or little. When the pictures have been sorted and glued on the appropriate page, have the student print a sentence describing each page. The student could produce the pages on a computer using clip art examples.

### How about a lunch break?

Are you going to have a big glass of milk or a little one today?



### Silent Reading

**Time recommended: 5–10 minutes**

Books on today's topic from the Additional Resources list are *Big and Little* by Steve Jenkins and *When You Were Little and I Was Big* by Priscilla Galloway.

Your student could reread one of the stories from this module. In some cases, the child will be reading the words. For more difficult books, the child may be reading the pictures and recalling the story.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 10.

## Project Time

**Time recommended: 50 minutes**

### Role-Playing Big and Little



Role-playing allows students to act out someone else's dress, attitude, responsibilities, walk, and speech. They could imitate specific people, such as their own parents, or a role, such as that of mother, grandfather, baby, or teenager.

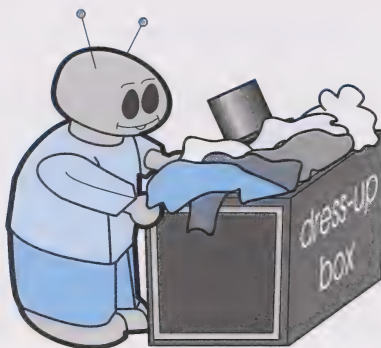
Your student can pretend to be anybody by literally and figuratively trying on "hats." For instance, what would it be like to be a teacher, a farmer, a scientist, or a homemaker?

Trying different roles helps the student understand others' lives, for example, that adults get tired from working but do appreciate when children are considerate.

Role-playing in groups allows opportunity to interact with others and practise social skills, such as grocery shopping, cooking, and telephone etiquette. In addition, students can learn other skills, for example, writing grocery lists and phone messages and measuring ingredients for cooking.

Role-playing requires imagination and a few props. If you already have a dress-up box, you are ready. If not, assemble one now. You could begin with items from friends and family or from second-hand shops. Place the items in a durable cardboard box or other container, and add things as you acquire them. Make the box available in future for your student's free play time.

It is important that students not stereotype particular occupations or people when role-playing. For example, when role-playing a farmer, the student doesn't need to wear overalls with a red handkerchief in the pocket and a straw hat. It is the actions and responsibilities that should be emphasized.



For today's theme of Big and Little, provide props such as some of the following:

- small blanket
- rattle and baby bottle
- toys
- men's shirts and vests
- neckties
- skirts and dresses
- sweaters and jackets
- hats and caps
- scarves and jewellery
- shoes and purses
- kitchen equipment
- telephone
- sports equipment, helmets, and jerseys

Allow your student time to explore the box today. Perhaps you can come up with a skit for Sharing Time.



## Sharing Time

**Time recommended: 10 minutes**

Your student could share the big and little pages from Writer's Workshop and ask audience members' ideas about big and little. If you prepared a skit during Project Time, perform it now.



I want to be a construction worker when I grow up.

### Enrichment (optional)

Take a walk outside to look for opposites, such as big and little things, wide and narrow things, or long and short things.



## Let's Look Back

**Time recommended: 10 minutes**

Encourage the student to reflect in general terms about the day's activities. Begin with the following questions about role-playing.

Did you enjoy imagining what it was like to be a baby? Why?

Do you think you have changed as you've grown older?



How will you change in the future?

What roles did you enjoy playing during Project Time?

Why did you prefer being \_\_\_\_\_?

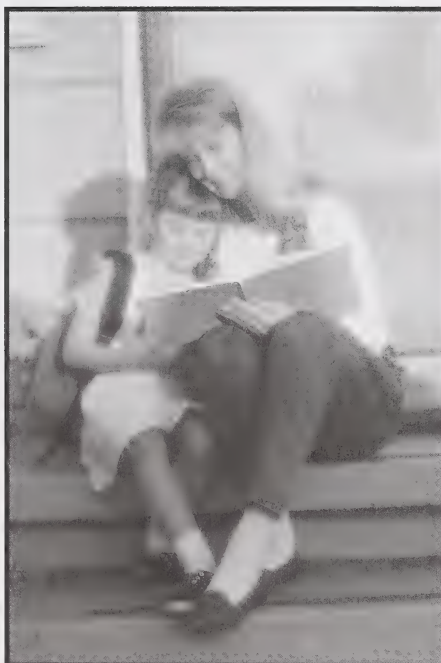
What would it be like to be that person?

What other role would you like to play?

## Story Time

**Time recommended: flexible**

Understanding your student enables you to choose stories that suit the child's interest. The books *Biggest, Strongest, Fastest*, by Steve Jenkins, and *David's Father*, by Robert Munch, fit with today's theme.



**On Day 11, you will look at  
Who's Big and Who's Little.**

# Who's Big and Who's Little?

In the story *Big or Little?*, the young boy sometimes feels big and sometimes little, depending on what he is doing. Today, your student will discover that size depends on what is being compared.

Your student will read the story “My Little Sister” from *Collections: Time to Play* and discover what it's like to be a big brother or sister. A child may feel small beside an adult but big, strong, and capable compared to a younger sibling.



If possible, obtain photograph albums from your student's family, and compare the sizes of family members at different stages of life. Look at siblings, cousins, and grandparents. Discuss whether your student will have a chance to catch up physically with the teens and adults in the photos.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- weather chart
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- six pennies
- alphabet cards
- Thematic Assignment Booklet 2B  
– Day 11: Printing l, d, and n
- *Level A: Modern Curriculum Press Phonics* pages 41 and 42
- “My Little Sister” from *Collections: Time to Play*
- family photo albums and photos of the student from birth to the present

### Music and Movement

- favourite music (optional)

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 2, Day 11.

### Project Time

#### Project Choice 1: More Roles to Play

- your dress-up box

#### Project Choice 2: One-of-a-Kind Necklace and Bracelet

- different kinds of tubular pasta
- food colouring
- rubbing alcohol (optional)
- old newspapers
- drinking straws
- paper punch (optional)
- string, yarn, or light wire
- one large bead (optional)

### Story Time

- mutually chosen reading material

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Proceed with your usual Calendar Time routine.

## Focus for Today

Today's focus is **self-awareness and relating to others**.

Observe your student's level of self-acceptance, confidence, and interaction with others. Is the student respectful of self and others? Is your student willing to take risks in order to learn?



## Language Arts

**Time recommended: 35 minutes**

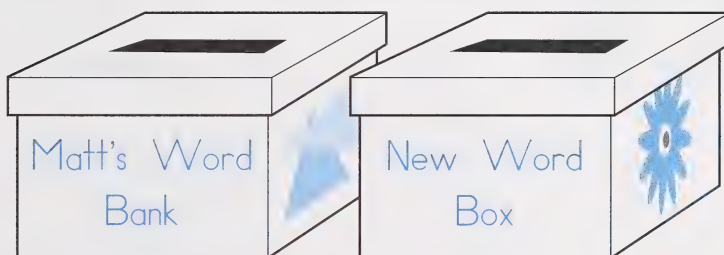
### Word Study

Print the words **as** and **have** on coloured index cards.

as

have

Check your student's ability to recognize the words at a glance. If the child reads the words without sounding them out, place them in the Personal Word Bank, and allow the student to choose one or two words of personal interest. Print these words on white index cards.



If your student requires study to read the words **as** and **have**, print them on a piece of paper or chalkboard. Show the phonemic parts with different-coloured felt pens or chalk as follows:

- Analyse the sounds of the word **as**.
  - Focus on the letter **a** at the beginning. Mention that this letter makes the “a” sound, as in apple.
  - Your student may expect the letter **s** to say the “s” sound, as in **sun**. Explain that the letter **s** can also make a “z” sound.

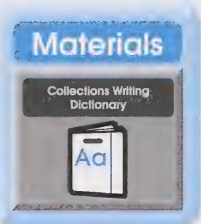
a s → as  
 (“z” sound)

- Analyse the sounds of the word **have**.
  - Focus on the beginning sound. Ask if the student remembers what sound this letter makes. Review the key word and action for this sound.

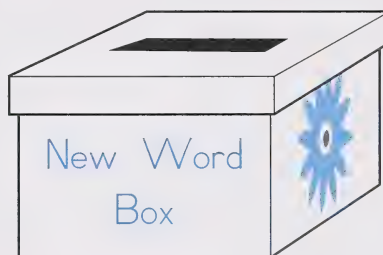


- Does your student recognize any other letters in the word? Ask the sounds of **a** and **v**. Mention that the letter **e** is silent in this word and can be referred to as a “babysitter” letter. It is babysitting the letter **v**, because the letter **v** cannot be by itself at the end of a word.

h a v e → have

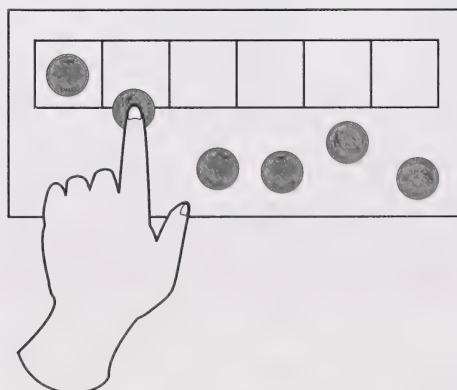


Then place the index cards into the New Word Box. Write any new words in the *Collections Writing Dictionary*.



## Phonics and Printing

To work with the sounds of the letters **l**, **d**, and **n**, make a card similar to the one that follows.



Have the student place a penny below each blank box. Explain that you will say some words, one at a time. Have the student place a penny in a box for each sound that is heard. For example, if you said the word **dog**, your student would place a penny in each of three boxes.

d o g → dog

Be sure the student indicates the number of **sounds**, not the number of letters. A word like duck has three sounds, even though it has four letters.

d u ck → duck

Use the following list of words. Say each word slowly so the student can distinguish each sound. The student should show three pennies for each word.

<b>dog</b>	<b>log</b>
<b>doll</b>	<b>nice</b>
<b>nose</b>	<b>dig</b>
<b>nap</b>	<b>let</b>

Next, set out the alphabet cards, and have the student locate the lower-case letters **l**, **d**, and **n**.

Say the following words, one at a time. Have the student identify which of these three letters begins each word by holding up the correct alphabet card.

<b>dog</b>	<b>log</b>
<b>lion</b>	<b>nice</b>
<b>doll</b>	<b>dig</b>
<b>nose</b>	<b>letter</b>
<b>news</b>	

Use a similar procedure for the following words that end with the letter **l**, **d**, or **n**.

<b>sun</b>	<b>bird</b>
<b>bell</b>	<b>sail</b>
<b>bed</b>	<b>lid</b>
<b>seven</b>	<b>ball</b>

Review how to print the lower-case letters **l**, **d**, and **n**. Give the student time to practise these letters on base lines or interlines.

### Materials

Thematic Assignment Booklet



### Materials

Phonics Book



### Materials

Student Folder



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 11: Printing **l**, **d**, and **n**.

Turn to page 41 in *Level A: Modern Curriculum Press Phonics*. Read and discuss the directions. Complete the page as directed. Mark the page, and have the student correct any errors.

Then complete page 42. Monitor the student's progress. Discuss and correct any errors.

Have your student print the following at the top of page 41:

- full name
- M2D11

Place it in the Student Folder.

## Music and Movement

**Time recommended: 15 minutes**

Re-energize as you think of ways to move to favourite music or take an outdoor break in the fresh air. Take advantage of good weather for your daily physical activities whenever possible.





## Language Arts

**Time recommended: 60 minutes**

### Reading

Discuss the concept of having a younger sibling. Suit your talk to your student's circumstances. Consider the following:

- what it's like to have a younger sister or brother
- what it's like to be a younger sibling
- the kinds of things a younger sibling might do
- how an older sibling might feel about a younger sibling's actions



Have your student find the story “My Little Sister” on the Contents page of *Collections: Time to Play* and then turn to the story. Allow time to look through the story and pictures and then tell what the story seems to be about.

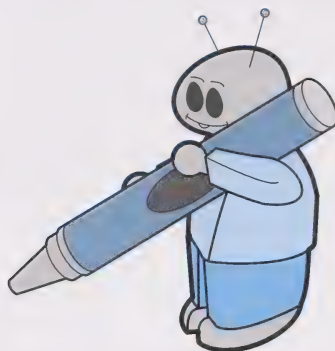
Go back to the beginning of the story. Read the title and the names of the author and illustrator. Track the words as you read. Use the following script as you read.

The story begins with the same words as the title: My little sister . . .

### Activities



What does the little sister do? (colours on the wall)



Turn to page 20, and look at the illustration.

What is she doing now? (wearing a cap;  
holding a ball)

Let's read the words.

Read through each page, first interpreting the illustration and then reading the text.

### Word Work



Review words that the student did not readily recognize. Unless your student is a fluent reader, the story may present some challenges. Individualize the **word work** according to your student's reading ability, attention span, and ability to retain information.

Try not to overwhelm the student, lose the child's interest, or slow down a reader who is ready to move on.

Depending on your student's reading ability, use one of the following activities:

- For a beginning reader, review vocabulary and phonics that have been introduced before.

a	the	me	you
on	and	she	

"short a" words

cap

dad

sad

- If your student is comfortable with previously-studied words, introduce a new word, such as **my**. Point out that **my** rhymes with **by**, which is used before an author's name.

Introduce the words **book** and **look**. Point out that in the story, the word **looks** has an **s** ending.

book      look

For a more fluent reader, work on words with **s** endings.

colours	looks
takes	gives
rips	says
starts	



For a greater challenge, introduce the contractions from the story.

It is → It's

You are → You're

### Journal Writing

Set out a photograph album or some photos of your student from birth to the present. Include photos of other family members. Discuss the pictures with questions such as those that follow.

What do you think of these baby pictures?

What are some nice things about being a baby?

What things wouldn't you like about being a baby?

Let's look at some photographs of you and others growing up.



Which are your favourite photographs of yourself? Why?

Which photos do you like of \_\_\_\_\_?

(Suggest names of other family members.)

Look at \_\_\_\_\_. (Name a family member.)

She (or he) is quite tall.

Who is the tallest in your family?

Will you ever be that tall?

What do you think is the best age to be—a baby, your age, a teenager, an adult, or an older person?

Have your student draw and write about a favourite age from birth to the present or even beyond. Have the student read the finished story to you. Label the page with the student's full name and M2D11, and place it in the Student Folder.



**It's time for lunch.**  
**Are you as hungry as a hippo,**  
**or do you eat more like a mouse?**

## Silent Reading

**Time recommended: 5–10 minutes**

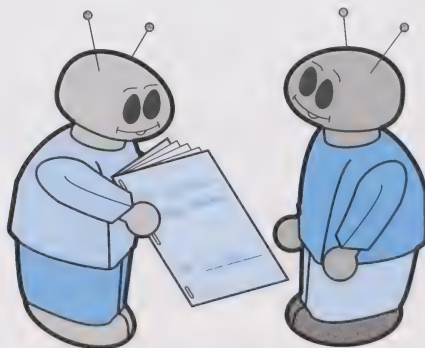


Pages of print can look forbidding to a child who cannot read, but a special role model may inspire your student to learn to read.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 11.





## Project Time

**Time recommended: 50 minutes**

Choose one of the two projects that follow.

### Project Choice 1: More Roles to Play

Role-playing stirs the imagination. Ask your student to go to the “imagination store” and think of settings and roles to play. Make a list like the one that follows. Set out your dress-up box, and allow free time for the student to play roles chosen from the list.

Role-Playing	
home	mother father child
store	clerk customer

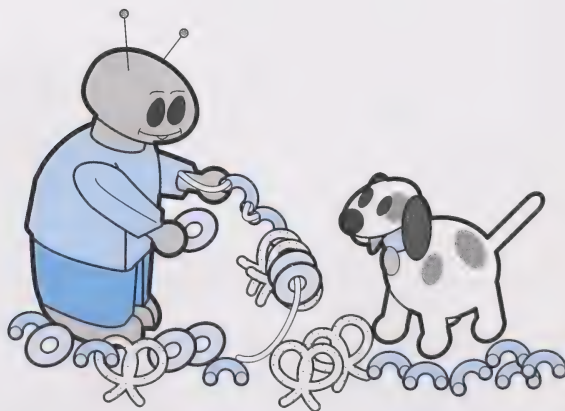


### Project Choice 2: One-of-a-Kind Necklace and Bracelet

The student can create a **big** necklace and a **little** bracelet to continue the theme of comparisons. Encourage your student to compare the sizes and shapes of the materials in this project. Use the directions that follow:

**Caution:** If you use alcohol to colour the pasta, supervise this activity carefully. Rubbing alcohol is poisonous and can cause eye damage.

- Gather various kinds of tubular pasta, such as penne, macaroni, ditali, and rigatoni. Add a small amount of rubbing alcohol to food colouring and sprinkle it over the pasta. Stir well to coat. The rubbing alcohol deepens the food colouring, speeds the drying process, and prevents the pasta from becoming sticky.
- Once the pasta pieces are evenly covered, arrange them on old newspaper to dry. Meanwhile, cut some drinking straws into small pieces.
- Cut out small shapes from coloured construction paper. Make a hole in the centre of each with a paper punch or pencil.



- Cut a piece of string or light wire approximately 20 cm long for a bracelet. Cut a piece approximately 60 cm long for the necklace.

Tie a large knot on one end or tie a large bead to one end to stop objects from slipping off the string.

- When the pasta is dry, thread it alternately with straw pieces and construction-paper shapes. Create a pattern or a random arrangement.

### Activities

#### Teaching Tip



For easy threading, make a tip on the string by wrapping tape tightly around one end. Also, leave some string at each end for tying.

## Sharing Time

**Time recommended: 10 minutes**

Your student could share any of the following:

- photos of family members at younger ages
- the story “My Little Sister”
- Journal Writing of the best age to be
- the jewellery or a scene from role-playing during Project Time
- a game, such as I Spy

### I Spy

If you choose to share a game of I Spy, use the elements of colour and size. For example, the person who is It could give the following clue.

I spy with my little eye something that is big  
and brown. (the couch or the cupboard)

When someone guesses the right object, that person becomes It.



## Let's Look Back

**Time recommended: 10 minutes**

Reflect in general terms about the day's activities with questions such as those that follow.

What did you like best about today's activities?

Is there something you would like to change about today's activities?

What would you like to change, and how would you change it?

What new things did you learn today?

## Story Time

**Time recommended: flexible**



For more thoughts on big and little, read the poems that follow.

---

---

**Kid Size**

---

---

I'm big.  
My sister's little.  
Brother Mark  
Is in the middle.

---

---



---

---

**Imagine That!**

---

---

To a mouse  
A bug is small.  
To a mouse  
A cat is tall.

A mouse  
Is small to a cat,  
But a bug  
Is smaller yet—

**Imagine That!**

---

---

Have a good night's rest,  
because tomorrow you will find out  
*Where the Wild Things Are.*

# Wild and Wonderful!

Today, you'll imagine a world of wild and wonderful things that may roar and gnash their teeth, but you won't be afraid.



You'll talk about emotions such as fear and discuss appropriate ways of expressing emotions in various situations.

When you read the imaginative story *Where the Wild Things Are*, you can extend your discussion of emotions. You could also read *There's a Crocodile Under My Bed* by Ingrid and Dieter Schubert, if you are able to borrow it from a library.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- weather chart
- other materials as needed

### Language Arts

- pocket chart
- interlined scribbler (optional)
- Thematic Assignment Booklet 2B  
– Day 12: Printing Ww
- *Level A: Modern Curriculum Press Phonics*, pages 47 and 48
- *Where the Wild Things Are* by Maurice Sendak
- *Collections Writing Dictionary*

### Music and Movement

- “Carnival of the Animals” from the compact disc *Classics for Children*
- compact disc player

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 2, Day 12.

### Project Time

#### Project Choice 1: Paper Plate or Paper Bag Puppets

- paper plates, paper bags, buttons, macaroni, fabric (optional)
- wooden craft sticks

#### Project Choice 2: “Wild Things” Play

- costumes and props

### Let's Look Back

- Thematic Assignment Booklet 2B  
– Day 12: Learning Log

### Story Time

- mutually chosen reading material



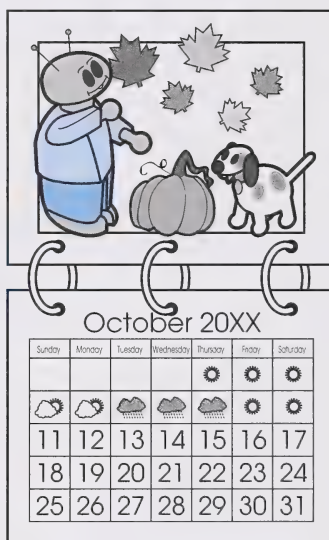
## Calendar Time

**Time recommended: 10 minutes**

Follow your usual Calendar Time procedures. Then introduce your student to **tally marks** by tallying this month's weather.

**tally marks:** short lines that show an account or a record of a number used in counting

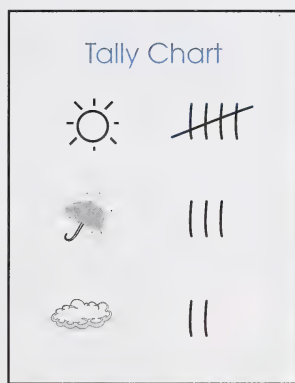
Use the symbols drawn on your student's personal calendar to discuss what the weather has been like this month. For example, the calendar may show that it was sunny five days, rainy three days, and cloudy two days.



Make a **tally chart** to help your student organize this information. Each vertical tally mark indicates one day with a certain type of weather. A slanted line through four vertical lines indicates the fifth day with that weather

||||

Print **Tally Chart** at the top of a page. Draw each weather symbol used on your calendar, as in the example that follows. Have the student make one tally mark for each weather symbol on the calendar. Then ask questions about the chart.



### Activities

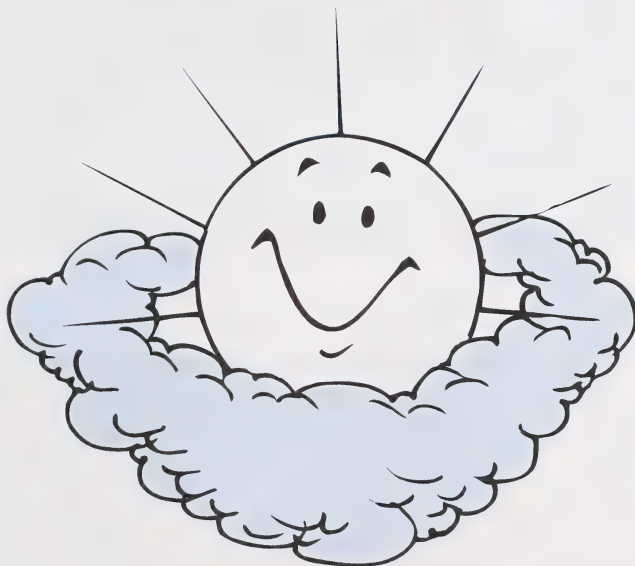
Home Instructor's  
Script



What weather did we have most often?

How many days did it rain?

What weather did we have least often?

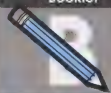




## Focus for Today

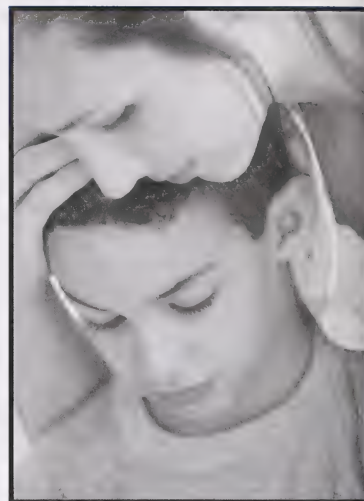
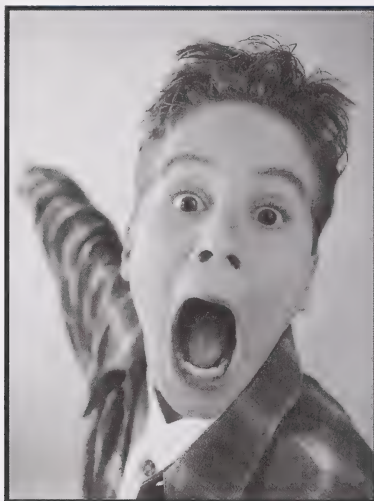
### Materials

Thematic Assignment Booklet



Today's focus is **identifying feelings and expressing them appropriately**.

Turn to Thematic Assignment Booklet 2B and preview Day 12: Learning Log to see what to look for.



What emotions could these people be expressing?

## Language Arts

**Time recommended: 35 minutes**

### Spelling

Review the six spelling words from Day 3 by making rhyming words for each one. Point out that the two spelling words **an** and **can** already rhyme. Use flash cards and the pocket chart as follows.

an	at	and
can		
fan		

Focus on how many new words your student can read by noticing word patterns or word families.

The only spelling word that is difficult to rhyme is the word **of**. The student will have to memorize this word visually and letter by letter.

### Activities

#### Teaching Tip



Remind your student that words usually rhyme when they have the **same vowel and ending letters**.

### Materials

#### Home Instructor's Manual



You could also fasten flash cards to chart paper or light cardboard to make a **word wall**. Read about this in the Reading section of the Home Instructor's Manual.

## Phonics and Printing



Have the student review the alphabet by saying it in order. Ask the student to point out the letters **W** and **w** on the Printing Chart.

Read the following rhyme to introduce the sound of **w** and the key word **water**.

**Ww is for water.**  
**It's something we drink.**  
**Just turn on the tap.**  
**It pours into the sink.**

Continue with the activities that follow.

- Discuss the key word and action, and practise them a few times.

<p><b>w</b></p>	<p><b>water</b></p> 	<p>Form the word <b>water</b> in sign language. Begin with the right hand letter <b>w</b>, as shown. Then touch the index finger of your <b>w</b> hand to your mouth a few times to indicate drinking water.</p>	
-----------------	--	--	--

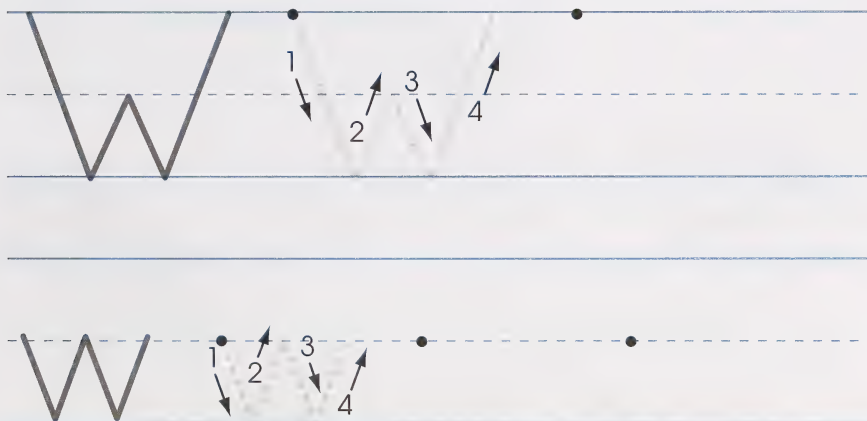
- Set out the **W**, **L**, **D**, and **N** alphabet cards that you removed from the back of *Level A: Modern Curriculum Press Phonics*. Review the names and sounds for these letters.
- Say the following words, one at a time, and ask your student to hold up a matching alphabet card each time a word begins with that letter.

<b>window</b>	<b>waves</b>
<b>lion</b>	<b>sock</b>
<b>nose</b>	<b>lips</b>
<b>watermelon</b>	<b>newspaper</b>
<b>log</b>	<b>new</b>





- Demonstrate how to print the capital **W** and lower-case **w** as follows:
  - Verbalize how each stroke is made.
  - For the capital **W**, you could say, “Start at the top and slant down to the base line, slant up to the dotted line, slant down to the base line again, then slant back up to the top.”
  - Do the same for the lower-case **w**.
  - Have the student say the name and the sound aloud as you print each letter.



- Allow time to practise these letters on unlined paper, a chalkboard with base lines drawn on it, or an interlined scribbler.

Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 12: Printing Ww.

### Materials

Thematic Assignment Booklet



### Materials

Phonics Book



Turn to page 47 in *Level A: Modern Curriculum Press Phonics*. Read the poem together twice, and have the student say and circle the words that begin with the letter **w**.

Read and discuss the directions. Help the student complete the page. Then complete page 48.

If your student needs practice matching upper-case and lower-case letters, complete pages 45 and 46 as well.

Have your student's full name and M2D12 printed at the top of pages 45 and 47. Place these sheets in the Student Folder.

### Materials

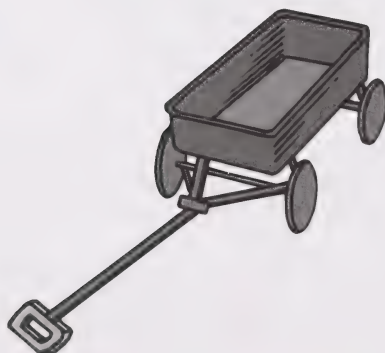
Student Folder



### Enrichment (optional)

You could also do the following activities:

- Read the nursery rhyme "Wee Willy Winky," and find words with the "w" sound.
- Find items in your work area that begin with **w**.
- Make a list of words that begin with **w**, and draw a small sketch beside each word.



## Music and Movement

**Time recommended: 15 minutes**

Tell your student that later you will read a book called *Where the Wild Things Are*. Ask what a wild thing might be. Discuss the student's ideas and how wild things might move. Have the student try the following ways to move:

- stomp
- creep
- lumber
- crash
- slither
- bounce

Challenge your student to imagine being a wild thing. Play “Carnival of the Animals” from *Classics for Children* to accompany the actions.

## Language Arts

**Time recommended: 60 minutes**

### Reading

#### Materials

Reading Resources

Set out the book *Where the Wild Things Are* by Maurice Sendak. This has become a classic children's story. Children tend to identify with Max, who is sent to his room because he was mischievous. Use the script that follows.

Let's read the title of this story together.

Look at the picture on the cover.

Does the animal look wild?

Look through the book by yourself.

The story is about Max, who is a boy about your age.

Look at the pictures, and see if you can figure out what Max is doing.



As you look through the story, look for the word **Max** and any other words you know.

Then we will talk about the book.

Allow time for the student to explore the book, and then discuss as follows.

What do you think this story is about?

Did you find any wild things in the pictures?

Look at Max's face in the first picture of the story. How does he look? (angry)

What is he doing? (nailing spikes into the wall)

Do you think he should be doing this?

How do you think he is feeling?

Why do you think he is feeling that way?

Turn to a picture of the wild things, and look at their faces.





Find a picture where they look very fierce.

Why do you think they look so fierce?

Find a picture where the wild things look happy. Why do you think they look happy?

Let's read the story and find out how close your predictions are to the actual story.

First, focus on the title and read it together. Point out the letters “wh” in the word **where** and “w” in the word **wild**. Notice the “whistle” sound of **wh**, which is different from the “w” sound of **water**.

wh	<b>whistle</b> 	Purse your lips as you would to whistle. Then say the word <b>whistle</b> .	
w	<b>water</b> 	Form the word <b>water</b> in sign language. Begin with the right hand letter <b>w</b> , as shown. Then touch the index finger of your <b>w</b> hand to your mouth a few times to indicate drinking water.	

Turn to the half-title page (the one with no pictures), and ask your student to read the title.

Then have your student read the title again on the inside title page. Also read the name of the author and illustrator, and point out that the story and pictures were done by the same person.

Read the story aloud as **modelled reading**. Track your hand along under the text as you read. Then guide discussion with the following script.

Do you think that Max’s journey really happened, or did he dream it?

Why do you think Max dreamed about wild things? (If necessary, remind the student what Max’s mother called him.)

Was Max afraid of the wild things? (He was afraid at first, but then he became the leader.)

You could use this time to discuss any bad dreams either of you have ever experienced. Encourage the student to imagine being “the boss” in these scary dreams. Then reread the story, and invite your student to join in.

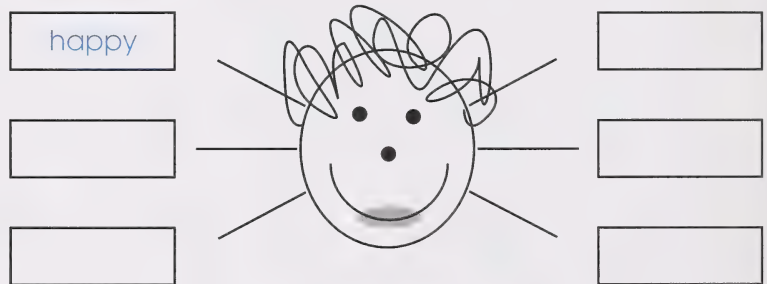
### Journal Writing

Use the following script to discuss ways to identify and express feelings.

We are going to talk about feelings and how we show our feelings.

Tell me about some feelings you’ve had. (Give the student some examples if necessary, such as happy and sad.)

Create a web chart with a sketch of a child’s face in the centre. Record your student’s ideas, as in the example that follows.



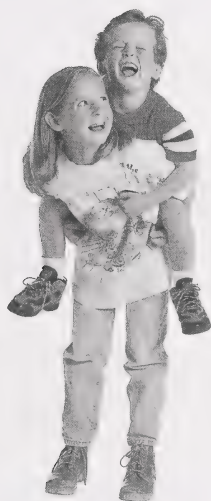
Ask how you can tell whether someone is happy. If necessary, suggest actions such as smiling, singing, clapping hands, and standing in a relaxed manner, not stooped over.



Discuss and act out the emotions on your chart. Talk about responses to feelings. Point out that certain responses are more appropriate than others in particular situations. Use the script that follows.

Do you think shouting is always a good thing to do when a person gets excited?

When would it be okay to shout? (when you are at a sports event or outside and won't disturb anyone)



Is there a time when it wouldn't be a good idea to shout or be rowdy? (when a baby is sleeping, someone is standing close to you, or you are in a hospital)

Are there other ways to show that you are excited? (jump up and down, skip around, smile, laugh, clap your hands)

You could write about feelings today, or is there something else you would like to tell your teacher?

If you choose to write about feelings, you may use the following sentence starter.

When I get **excited**, I \_\_\_\_\_.

You do not have to use the word **excited**. You could use any other feeling word.

Have the student illustrate the writing and read the story back to you.



Label the back of the writing page with the student's full name and M2D12, and place it in the Student Folder.

### Alternative Activity (optional)

If your student is not comfortable writing about emotions, have the child draw and colour a picture of a wild thing from personal imagination. Guide with the following script.

You can draw and colour a picture of you and a wild thing.

Your wild thing can be something you have dreamed about or imagined.



First, think about what you'll be doing in the picture.

How will you be feeling?

Draw your body and face to show your feelings.

When the picture is finished, you will write about it.

### Materials

Collections Writing Dictionary



Encourage your student to use the following writing techniques:

- Write words the way they sound.
- Apply knowledge of word families and spelling words.
- Refer to *Collections Writing Dictionary* or words on charts.

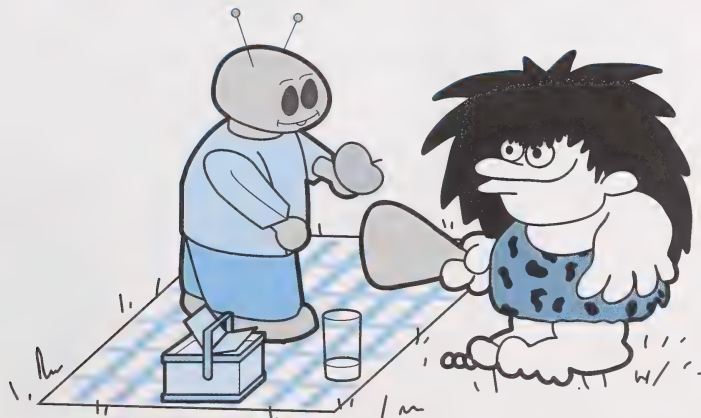
### Materials

Student Folder



Have your student read the story aloud. Print the student's full name and M2D12 on the back of the writing page before placing it in the Student Folder.

**What wild and wonderful things are you going to have for lunch today?**





## Silent Reading

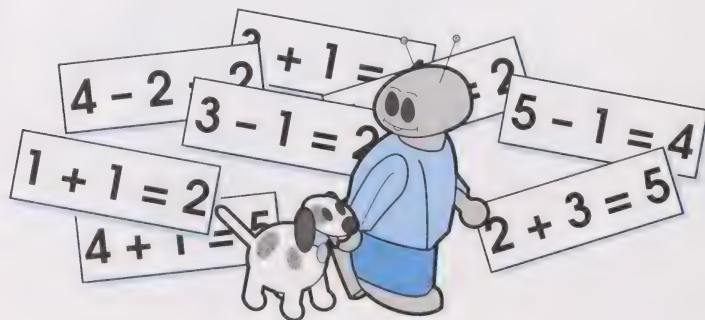
Time recommended: 10 minutes



## Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 12.



## Project Time

**Time recommended: 50 minutes**

Today's choices involve dramatic portrayal of character and emotion through puppetry or role-playing.

### Project Choice 1: Paper Plate or Paper Bag Puppets

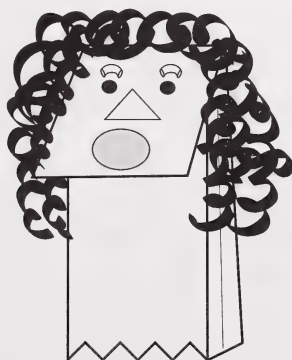
Help the student make puppets to represent either Max and a wild thing from the book or a self puppet and a wild thing from the Journal Writing story. Then put on a play.

#### Option 1

Draw faces on paper plates with felt markers. Add interesting features with buttons, macaroni, fabric, or construction paper. Make a definite facial expression to show emotion. Use wool or paper strips for hair. Then tape each paper plate to a stick or ruler.

#### Option 2

Stuff paper bags with newspaper to make heads. Then insert a ruler or stick into each bag and secure the bottom of the bag with string or an elastic band. Add features with the same variety of materials as suggested for Option 1.



### Puppet Play

Set up a simple stage by working from behind a couch or table covered with a blanket.

Discuss a story the student could act out. This could be part of *Where the Wild Things Are*, or it could be the child's own story. Ask how the puppet play will begin, what will happen in the middle, and how it will end.

Review the story as needed. Your student may want you to manipulate one of the puppets or may choose to do the play independently. Allow time to practise the puppet play to perform at Sharing Time.



### Project Choice 2: "Wild Things" Play

Help your student dramatize the story *Where the Wild Things Are*. Look through the story illustrations, and have the student suggest ideas for costumes and props.

A simple costume could be a jogging suit with a tail made from scraps of paper or wool. A paper-plate mask could show a wild thing. Make simple props like a boat and crown from cardboard or construction paper. A ruler covered in foil could serve as a sceptre.

Prepare a costume and props, and then rehearse. Review the story, and ask your student to think about what happens at the beginning, middle, and end.

If retelling the story is too difficult for your student, you may act as storyteller and read the book while your student does the actions.



## Sharing Time

**Time recommended: flexible**

Read *Where the Wild Things Are* or perform the puppet play practised during Project Time. Invite comments from audience members about times they got into trouble like Max did in the story. This could lead to further discussion of different feelings.

## Let's Look Back

**Time recommended: 10 minutes**

Use the following script to review the day's activities and discuss the plan for improvement made on Day 9.

What work are you doing very well?

What school successes are you most proud of?

On Day 9, you made a plan to help you get better at\_\_\_\_\_.

Do you think you are getting better? How do you know?

To learn more about your student's ability to identify feelings and how they affect us, ask some of the following questions.

What was your favourite part of the story *Where the Wild Things Are*? Why?

How was Max feeling at the beginning of the story? How do you know?

Do you think Max chose good ways of showing his feelings? Why?

What do you think Max could have done differently?

Name some feelings you have experienced.

What are your favourite feelings? Why are they your favourites?

What are your least favourite feelings? Why are they your least favourite?

Are there some changes you would like to make in the way you express certain feelings?

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and complete Day 12: Learning Log.

### Activities

Teaching Tip



Does your student understand that it is natural to have both positive and negative feelings? A child can learn to recognize and accept emotions as part of life.

Your student can also learn to control the way emotions are expressed. For example, when feeling angry or jealous, it is not acceptable to lash out or hurt someone else.

## Story Time

**Time recommended: flexible**



It's never too soon to start enjoying books.

**You've just completed another day  
of learning. Congratulations!**



# Would You? Could You? Should You?

Have you ever dreamed about doing something silly or challenging? Most people have. Today, you can explore exciting possibilities, both real and imaginary.



In Music and Movement, introduce your student to some dramatic movement possibilities. Later, challenge the student to explore and develop personal ideas on a chosen topic.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- weather chart
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 2B  
– Day 13: Printing Kk
- *Level A: Modern Curriculum Press Phonics* pages 19 and 20
- interlined scribbler (optional)

### Silent Reading Time

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 2, Day 13.

### Project Time

#### Layered Picture

- water containers
- old newspapers and paint shirt
- assortment of paper, such as aluminum foil, wallpaper samples, brown paper bag, gift wrap

### Story Time

- mutually chosen reading material



## Calendar Time

**Time recommended: 10 minutes**

Complete the usual Calendar Time procedures and one or two additional ones. Use the Calendar Time Teaching Notes in the Calendar Package, choosing activities that suit the student's level of development.

## Focus for Today

The focus today is **dramatic movement**. Observe how the student does the following:

- understands personal and general space
- develops flexible, free, and controlled movements
- interprets and expresses feelings and ideas through dramatic movement

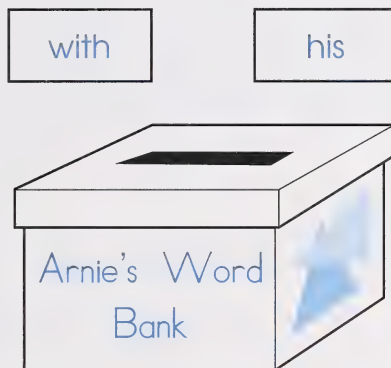


## Language Arts

**Time recommended: 35 minutes**

### Word Study

Print the following two high-frequency words on coloured index cards. Test your student for immediate recognition of the words. Place each word that is easily recognized in the Personal Word Bank.



If your student does not recognize these two words, use some of the following activities:

- Examine the words for familiar sounds or word parts. Your student may remember the “i” sound from the words **in**, **is**, **it**, and **if**.
- Review parts of the word **with** as follows:
  - For the “w” sound, use the key word and action for **water**.
  - For the “i” sound, use the action for **“You’re it!”**
  - For the “th” sound, stick your tongue between your teeth and say **think**.

w                      i                      th                      →                      with



water



You're it!



think



– Blend the sounds together. Refer to the Key Words and Actions Guide for each action.

- See whether your student recognizes the word **is**.

is

Put the “h” sound in front of it, and you have **his**. Blend the “h” sound with the word **is**.

h is → his

- Match the words to a chart or find them in a story. The student may use the flash card to check carefully for the word.
- Notice the shape of each word by drawing a shaped box around it.

with his

- Print simple sentences using the words, and ask the student to read them and underline today’s new words.

Then place the new words in the New Word Box for review at another time. Add any new words to the *Collections Writing Dictionary*.



## Phonics and Printing

Introduce the letters **K** and **k** as follows:

- Since the key word and action are both **kick**, you could take your student outside to kick a ball around for a few minutes.
- Print the word **kick** on a piece of paper or chalkboard. Say the word **kick** a few times, and have the student repeat it.
- Ask the student to say the alphabet in order and locate the letters **K** and **k** on the Printing Chart.



- Have the student perform the key action of kicking out one leg and extending one arm. Have your student hold the position and notice that this pose even looks like the letter **k**.

<p><b>k</b></p>	<p><b>kick</b></p> 	<p>Kick out one leg, and extend one arm in front of you.</p>	
-----------------	--	--	--

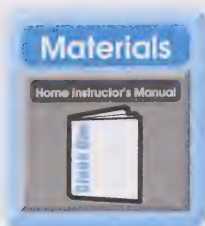
- Say the following words, and ask your student to make the kicking action if the “k” sound is heard at the beginning of a word.

<b>king</b>	<b>Kelly</b>
<b>kite</b>	<b>sun</b>
<b>fun</b>	<b>kangaroo</b>
<b>sing</b>	<b>kayak</b>

**Note:** Your student may be aware that some words that begin with the “k” sound are spelled with the letter **c**.

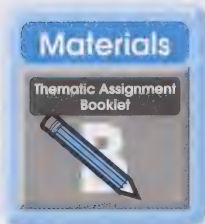
cat      can      come

## Day 13 • Would You? Could You? Should You?



- Demonstrate printing upper-case **K** and lower-case **k**. Verbalize the order of the strokes and the formation of each letter. Refer to the Printing Chart from the Appendix of the Home Instructor's Manual.

- Allow time for the student to practise the letters on a base line or interlines.



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 13: Printing Kk.

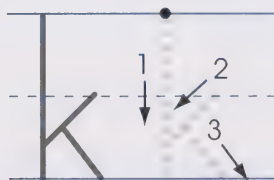


Open *Level A: Modern Curriculum Press Phonics* to page 19. Read the verse together twice. Have the student circle the words that begin with the "k" sound.

Read the directions together, and encourage your student to complete the page as independently as possible. Discuss and correct any errors.

Turn to page 20. Read the directions, and help the student only as necessary. Be sure the student is printing the letter correctly.

**Note:** The lower-case **k** is printed differently in the phonics book. Use a felt pen to change the example letter on page 20.



Have your student print the following on page 19:

- full name
- M2D13

Place the page in the Student Folder.



## Activities

### Teaching Tip



At the end of Module 2, your student will be tested on letter recognition, the alphabet in order, and printing specific letters. If the student needs more experience, use the following activities:

- Display an alphabet chart to say the alphabet in order.
- Play games with the alphabet cards from *Level A: Modern Curriculum Press Phonics*. Match lower-case and capital letters, or place the cards in order from **a** to **z**.
- Form letters in corn meal, salt, or rice spread on a cookie sheet.
- Form letters from rolled modelling dough.
- Play games with magnetic or block letters.
- Paint letters with water on a sidewalk, or draw them with a stick in snow, sand, or dirt.
- Print the upper-case and lower-case letters in order in a large font on a computer.
- Cut out letters from magazines, and glue one letter on each page. Find pictures of items that begin with that letter to add to the page.



## Music and Movement

**Time recommended: 10–15 minutes**

Think of serious or silly endings for these questions: Would you . . . ? Could you . . . ? Should you . . . ? Have the student act out corresponding creative movements. Examples follow.



Would you walk barefoot on ice cubes?

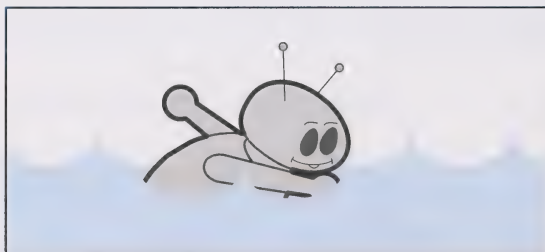
Act that out and recite a response together, such as the following.

No, I would never, never, never walk barefoot on ice cubes, because it would be much too cold.



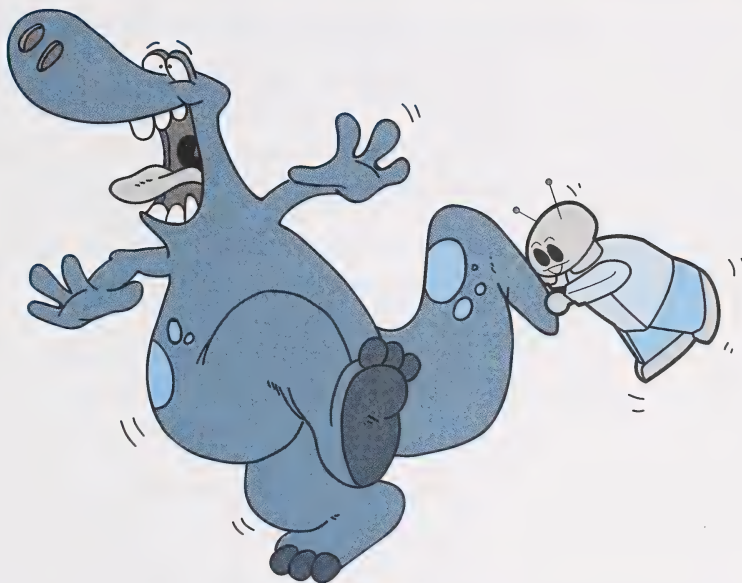
Could you swim across the ocean?

No, I could never, never, never swim across the ocean, because it is too far.



Should you hold on to a dinosaur's tail?

Challenge the student to act that out and respond to the question.



No, I should never, never, never hold on to a dinosaur's tail, because it would be too dangerous.

## Language Arts

**Time recommended: 60 minutes**

### Reading

Print the following sentence starter on a large sheet of paper.

Would you ever

Review your ideas from Music and Movement, and add more to get five endings.

Would you ever  
ride a space shuttle?

Talk aloud about the writing process. For example, when printing the word **run**, you could say, “The word *run* starts with the ‘r’ sound and the letter **r** makes the ‘r’ sound.”

Encourage the student to print known letters, words, and punctuation.

Read the completed sentences together. Challenge the student to read them independently if possible.

Next, discuss and list five endings for **Could you ever**.

Could you ever  
touch the sky?

Focus the student’s attention on the similarity between the words **would** and **could**. Again, read the completed sentences together.

Finally, discuss and list five endings for **Should you ever**. Focus on the similarities between the words **would**, **could**, and **should**.

Should you ever  
jump off a mountain?

To help your student recognize the word **should**, review the “hospital sound” of **sh**.

sh

**sh-h**  
(hospital sound)



Place your index finger in front of your lips, and make the “sh-h” sound as you would when asking for quiet.



Read your sentence starter and endings together.

Display the three lists in your learning area.



Would you ever wear a lizard on your head?

## Writer's Workshop

Refer to your three posted idea lists. Have the student print and complete one of the sentence starters, such as **Would you ever**. Review question marks, and remind your student to use one at the end of this sentence, since it asks a question.

Would you ever \_\_\_\_\_?

### Materials

Student Folder

abc

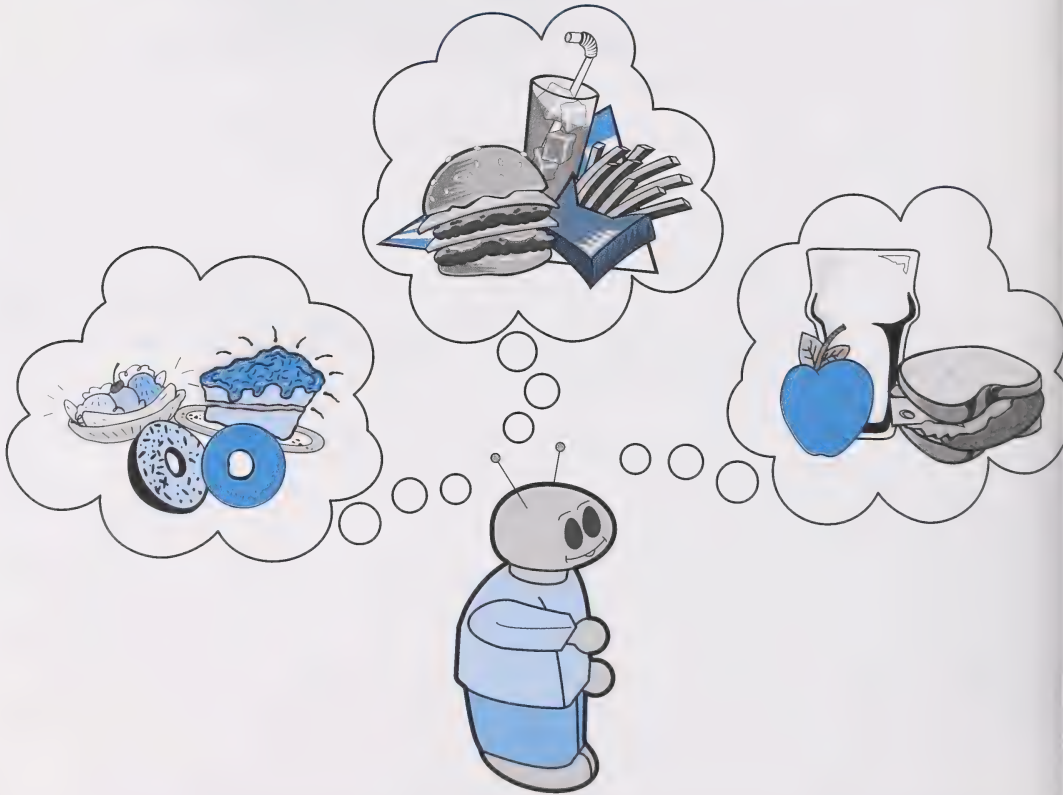
Have your student illustrate the sentence and print full name and M2D13 on the back before placing this assignment in the Student Folder.



Are you getting hungry?

Consider what you

- would like to have for lunch
- could have for lunch
- should have for lunch

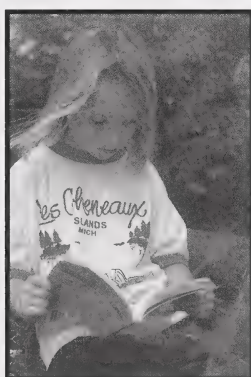


## Silent Reading

**Time Recommended: 5–10 minutes**

Provide a choice of books at the student's reading level. As the child progresses from looking at the pictures to actually reading the text, use a very easy reading level.

Look for beginning-level books at a library, book store, or second-hand shop, or use the books provided with this course.



### Activities

#### Teaching Tip



Beginning readers' books should have

- lots of illustrations
- few words on each page
- high-frequency words
- predictable or repetitive words

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 13.

### Project Time

#### Layered Picture

**Time recommended: 50 minutes**

Have the student add a question to one of your three posted idea lists. For example, Could you ever go to the moon? Would you ever go bungee jumping? Should you ever breathe fire?

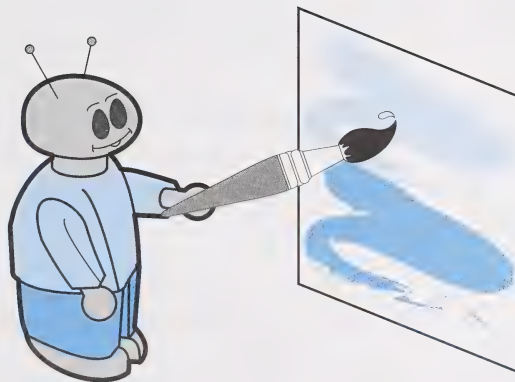


Print the student's personal question on a blank sheet of art paper. Have the student print a response, such as **Yes, I would go to the moon** or **No, I would never go bungee jumping**.

Help the student make a layered picture as follows, to illustrate the response.

**h of colour:** a thin  
ting of colour

- Paint a **wash of colour** for the background. You could use more than one colour, for example, blue for the sky and green for the ground. Use plenty of water and a small amount of paint to get the effect of a light tint of colour.



- Cut out objects and figures from various types of paper to illustrate the question and reply. Consider bits of construction paper, aluminum foil, gift wrap, magazine paper, wallpaper, brown paper bags, newspapers, and sandpaper.
- Arrange and paste details on the water-colour background.
- Add other features with crayons or felt markers.

Display the picture until Sharing Time. Be sure it is labelled with the student's full name and M2D13 before placing it in the Student Folder.

## Sharing Time

**Time recommended: 10 minutes**

The student could share the writing activity from Writer's Workshop or the layered picture from Project Time. Return the work to the Student Folder when finished.





### Grand Finale

Discuss the possibility of a Would You, Could You, Should You party or an imagination party for your Module 2 grand finale. Your student and others could perform plays, puppet shows, poetry readings, creative dances, or music. The student could read or dramatize a favourite imagination story from this module.

Use the next few days to organize your event and make and deliver invitations. Your guests could perform, dress in costumes, or display creative projects. You could choose a theme and have everyone come in costume.

Plan and organize any props or costumes you'll need. Think of creative food items and decorations.

Alternatively, perform at a nearby day-care centre, nursing home, or other special place.



It's a beach party!

## Let's Look Back

**Time recommended: 10 minutes**

Use the following script to focus on the student's development in dramatic movement.

Today you tried acting or dramatic movement.

Do you like acting out feelings and ideas?  
Why?

Do you think you are good at showing feelings and ideas in your movement activities?  
Why do you say that?

Are you better at some movements than others?



Do you like to use props, such as a table, chair, or wand, to act out certain movements?

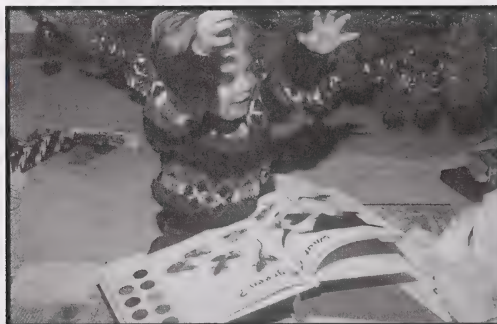
Does background music help you perform dramatic movements?

## Story Time

**Time recommended: flexible**

Check a library for exciting and imaginative books. You may find from the Additional Resources list for Module 2:

- *Should You Ever?* by Robert and Marlene McCracken
- *Cows Can't Fly* by David Milgrim
- *What Can You Do with a Shoe?* by Beatrice Schenk DeRegnier
- *Sometimes I Wonder If Poodles Like Noodles* by Laura Numeroff
- *There's a Wocket in My Pocket* by Dr. Seuss



Get ready for “Wishful Thinking”  
in Day 14.

# Wishful Thinking



Today's theme is making wishes. Discuss times you've wished for something and the wish came true. The student will write about wishful thinking.

You'll read the story "Somebody's Dragon." It's about a child who wished for friends to play with and worked out a solution by herself. She took an imaginary dragon friend along to increase her confidence and sense of control. Soon she was playing happily with other children.



### What You Need Today

#### General Supplies

- box containing required materials

#### Calendar Time

- Calendar Package
- other materials as needed

#### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 2B
  - Day 14: Printing s, t, b, and h
  - Day 14: Printing m, k, j, and f
- *Level A: Modern Curriculum Press Phonics*, pages 43 and 44
- “Somebody’s Dragon” from *Collections: With a Friend*

#### Music and Movement

- recordings about wishes (See suggestions in the lesson.) (optional)

#### Silent Reading Time

- books, magazines, or other favourite reading material

#### Math Time

- See Mathematics Module 2, Day 14.

#### Project Time

##### Painting a Wish

- containers for water
- sponges
- old newspapers and paint shirt

#### Let’s Look Back

- Thematic Assignment Booklet 2B
  - Day 14: Learning Log

#### Story Time

- mutually chosen reading material

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Follow the usual Calendar Time routine. Draw a weather symbol on your calendar.

Choose one or two other activities from Calendar Time Variations in the Calendar Package. Can your student, for example, say the days of the week in order?



## Focus for Today

## Materials

Thematic Assignment Booklet



The focus today is **writing development**. Observe the student's skills in writing sentences and reading personal writing.

Preview today's Learning Log in Thematic Assignment Booklet 2B.

### Language Arts

**Time recommended: 35 minutes**

#### Word Study

Print these two high-frequency words on coloured flash cards, and test your student's automatic recognition.

one

two

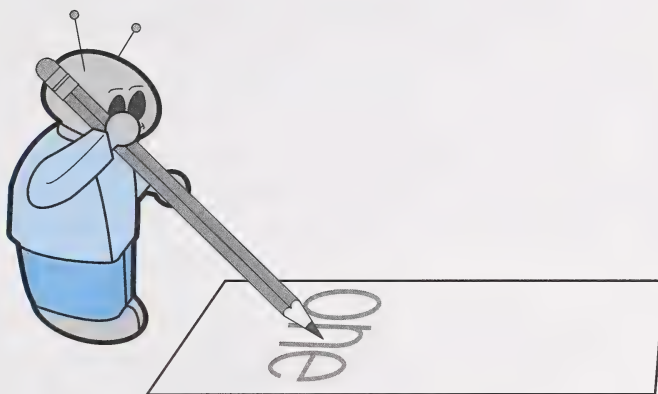
Place the words that the student recognizes instantly in the Personal Word Bank for later review, and choose two theme-related or special-interest words to practise.

If your student does not recognize the two assigned words automatically, practise printing them in some of the following ways:

- on a chalkboard
- on a computer screen
- in sand, rice, or salt spread on a tray
- in pudding or ketchup on a tray



The kinesthetic act of printing these words helps the student learn them.



### Materials


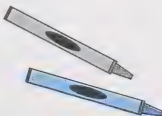
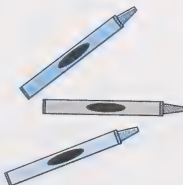

Collections Writing Dictionary



These two words do not follow standard phonetic rules, so the best way to learn them is by sight. Seeing them often in print will reinforce the student's memory. Look for counting books, and read the traditional verse "One, Two, Buckle My Shoe" during Music and Movement. Add any new words to the *Collections Writing Dictionary*.

### Enrichment (optional)

Post a number chart containing the number word, the number, and the matching number of objects, to help your student remember the word and the number concept.

<p>one</p>  <p>1</p>	<p>two</p>  <p>2</p>	<p>three</p>  <p>3</p>	<p>four</p>  <p>4</p>
---	---	---	---



## Phonics and Printing

Use the activities that follow to review the names, sounds, and printing of the following letters:

Ss

Tt

Bb

Hh

Mm

Kk

Jj

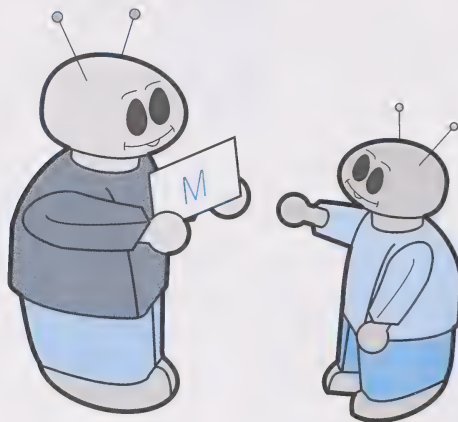
Ff

Gg

Ll

Dd

Nn



- Take out the alphabet cards. Show the review letters one at a time. Ask the student to name each letter and give the sound it makes.
- Review the sound and the key word and action of any letters that are difficult for your student. Use the Key Words and Actions Guide from the Home Instructor's Manual.
- Ask the student to print the capital and lower-case forms of **Ss, Tt, Bb, Hh, Mm, Kk, Jj, Ff, Gg, Ll, Dd, and Nn**. Be sure the student is forming each letter correctly. Review any the student is having difficulty with. For correct letter formation, check the Printing Chart from the Appendix of the Home Instructor's Manual.



### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 14: Printing s, t, b, and h and Day 14: Printing m, k, j, and f.

Use the alphabet cards to review beginning and ending sounds. Ask your student to lay out the cards, face up. Say a word, and have the student find the card that represents the beginning sound and then the ending sound for that word.

For example, if you say **hat**, the student should find “h” for the beginning sound and “t” for the ending sound. Repeat the word if necessary, emphasizing beginning or ending sounds. Use the words that follow.

<b>mat</b>	<b>tan</b>
<b>sink</b>	<b>kite</b>
<b>bit</b>	<b>jump</b>
<b>hog</b>	<b>fan</b>
<b>let</b>	<b>dock</b>
<b>nag</b>	<b>goat</b>

### Materials

Phonics Book



Turn to page 43 *Level A: Modern Curriculum Press Phonics*. Read the directions together, and have the student repeat them. When you’re sure the student understands, complete the page. Help with one or two examples, if needed. Monitor the student’s progress. Mark the work, and have any corrections done. Re-mark with a different-coloured pen.

### Materials

Student Folder



Turn to page 44. Read the directions, and assign the page. Mark the page, and have the student make any corrections. Re-mark.

Label page 43 with the student’s full name and M2D14, and place it in the Student Folder.

## Music and Movement

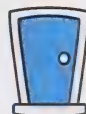
**Time recommended: 15 minutes**

Read the rhyme that follows, to help your student appreciate the rhythm and musicality of language. As you read, be sure the student notices the number words, especially **one** and **two**.

**One, two,  
Buckle my shoe;**



**Three, four,  
Knock at the door;**



**Five, six,  
Pick up sticks;**



**Seven, eight,  
Lay them straight;**



**Nine, ten,  
A big fat hen.**



Traditional

Read the poem once again, and do the actions suggested. Then read the following rhyme that fits today's theme.

---

---

**Star light, star bright,  
First star I see tonight.  
I wish I may, I wish I might  
Have the wish I wish tonight!**

Traditional

---

---

## Materials



If you have been able to locate any of the following recordings, listen to them now. Sing along as much as possible, and move to the music.

- “A Dream Is a Wish Your Heart Makes” from Walt Disney’s *Cinderella*
- “Catch a Falling Star” by Perry Como
- “Over the Rainbow” from *The Wizard of Oz*
- “When You Wish upon a Star” from Walt Disney’s *Pinocchio*

If you don’t have any songs or music about wishes, have your student choose any favourite selection to sing or move to.

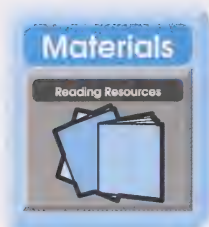




## Language Arts

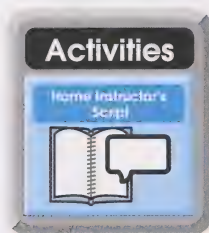
**Time recommended: 60 minutes**

### Reading



Print the title "Somebody's Dragon" on the chalkboard or on paper. Ask your student to turn to the Contents page of *Collections: With a Friend*. Read aloud the title you printed. Have the student run a finger down the list of titles to this one. Turn to the page.

Together read the title and names of the author and illustrator. Then use the following script.



The author's name is Terry, and that is this girl's name too.

Could this story be about the author when she was a young girl?

The title is "Somebody's Dragon."

Whose dragon do you think it is?

Look at the pictures of the dragon in the story.

Do you think this dragon is real or imaginary?

Look through the story to see what Terry and her dragon are doing.

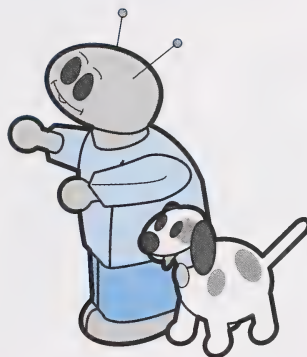
Allow time for the student to look through the story. Then go back to page 20, and read the story aloud. Use **modelled reading**. Read the first page, tracking the text, and then ask the following questions.

Why do you think Terry liked to play with the dragon?

What did she really want? (a friend)

Why didn't she go along and play with the other kids? (She was shy.)

Do you feel better when you have someone go with you to play?



Read page 21, and ask another question.

How did she get up enough nerve to join the other children at play? (She decided to take Dragon along.)

Read pages 22 and 23. Then ask more questions.

What did Terry do with the children? (play hide-and-seek, go skiing)



Could the other children see Dragon? (no)  
Why? (He changed colour.)

Read pages 24 and 25. Continue your discussion.

What colour is Dragon on page 24? (green)

Why? (to look like grass)

What colour is Dragon on page 25? (blue, to look like water)

Why does the dragon change colour? (so he will stay invisible)

What are the kids doing in this part of the story? (swimming)

Does Terry seem to be having a good time? (yes)



Read page 26. Then ask some final questions.

Do you think she would have a good time even without Dragon?

Is she feeling comfortable with her new friends? (yes)

Does she need her imaginary friend, Dragon? (no)

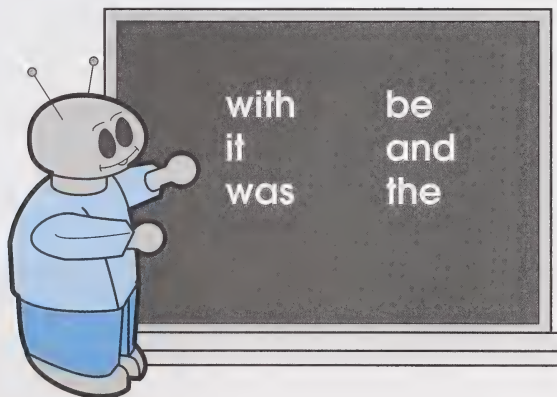
Look at page 27. Discuss what might be happening in the picture.  
Read the page to see if your predictions are correct.

Discuss imaginary friends by getting your student's opinion on the following questions:

- Has the student had an imaginary friend?
- What might be the benefit of having an imaginary friend?
- Does a child grow out of the need to have an imaginary friend?

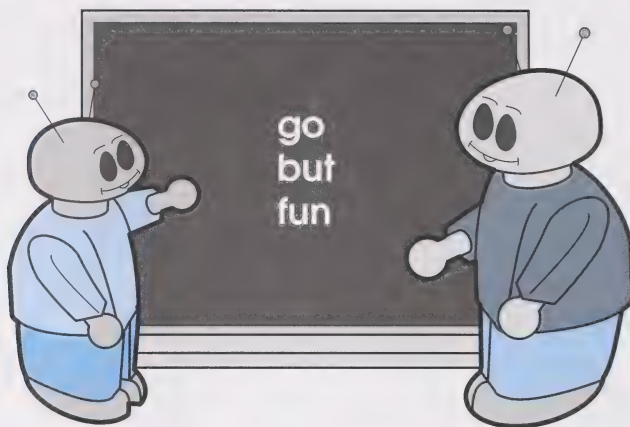


Go back to the beginning of the story, and have your student look for familiar words such as these.





Point out other words that might be easy for your student to recognize.



Point out repeated words, such as child's name, **Terry**, or the name Dragon.

Reread the story slowly. Have the student join in on familiar words

### Activities

#### Teaching Tip



Don't spend too much time studying words in context. Take more time on the words for two or three pages, and then move more quickly to the end of the story, before losing the student's attention. A beginning reader could not be expected to read this story fluently.



## Journal Writing

### Wishful Thinking

Summarize “Somebody’s Dragon” to begin a discussion on wishful thinking. You could mention the following points:

- Having Dragon along as a friend in her imagination built Terry’s confidence and helped her have a good time.
- Soon she didn’t need her dragon anymore.
- In her own way, she said “Goodbye!” to Dragon and let him move on to somebody else who needed him.

Use the following script to motivate your student to write.

Have you ever made a wish?

What special times do you make wishes?

Discuss the student’s ideas. If necessary, suggest chicken wishbones, falling stars, or blowing out birthday candles.



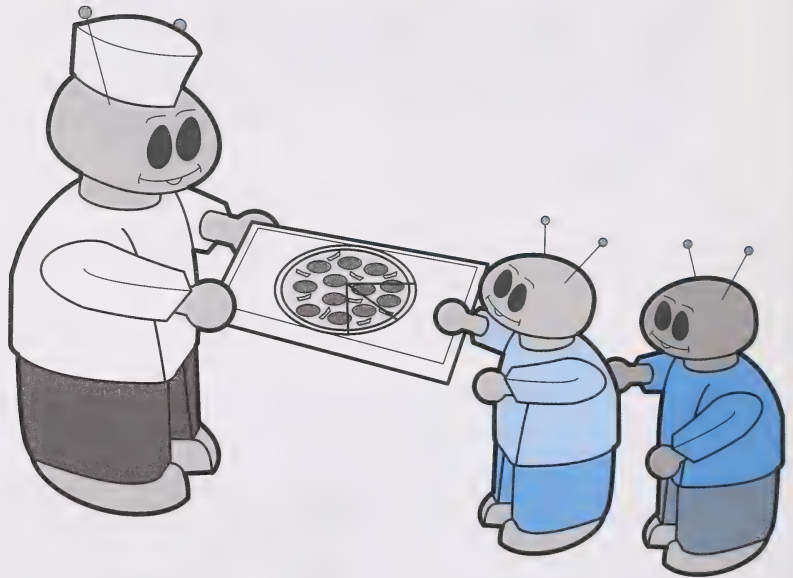
Write and draw about a wish you have made.

Encourage the student to read back the writing page as independently as possible. Label the back with the student’s full name and M2D14, and place it in the Student Folder.



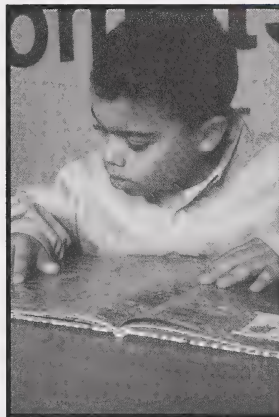
Close your eyes,  
and make a wish about what you'd  
like to have for lunch.

Do you think your wish will  
come true?



## Silent Reading

**Time recommended: 5–10 minutes**

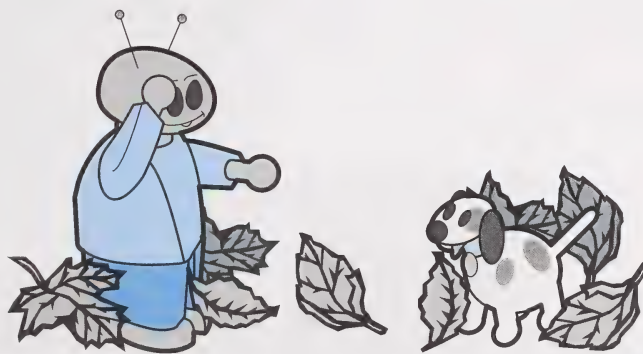


What did you read today? Spend a few minutes discussing that.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 14.





### Project Time

**Time recommended: 50 minutes**

#### Painting a Wish

**textured:** having a surface that looks and feels rough or grainy

You can paint with sponges to create a **textured** look. First, cut small pieces of sponge, about 4 cm round or square. Dip them into paint and dab onto paper. Experiment on scrap paper before trying on your picture. Then use one of the following techniques:

- First, use a brush to paint a picture of a special wish. Then use a sponge to create a dreamy effect of clouds, ground, or waves.
- Sponge paint at random all over the paper. Let the paint dry. Use a brush or dark-coloured felt markers to draw a wish over the textured surface created by the sponges.



#### Materials

Student Folder



Label the back of the picture with the student's full name and M2D14. Display it until Sharing Time, and then add it to the Student Folder.

## Sharing Time

**Time recommended: 10 minutes**

The student could share the writing page about wishful thinking or the painting from Project Time.

You could also continue plans for your Module 2 Grand Finale. Consider the idea of a Wish Gallery, where guests and performers all print wishes on paper stars and post them on a large, dark background.

## Let's Look Back

**Time recommended: 10 minutes**

Ask the following questions about your student's writing development.

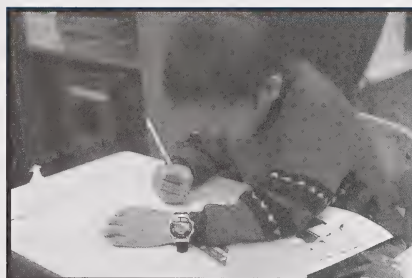
Do you enjoy writing? Why?

What do you like most about writing?

What do you like least about writing?

Did you enjoy writing about wishful thinking?  
Explain your reasons.

Did you learn to write any new words today?



Did you add any new words to your personal dictionary? (*Collections Writing Dictionary*)

Tell about your new words.

Do you like to share your writing with others?

Tell how it feels to read your story to others.

### Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 2B, and complete Day 14: Learning Log. Add the student's thoughts on writing or any other topic the child wants to mention.

## Story Time

**Time recommended: flexible**



Possible stories follow for today's theme on wishes:

- *Wait and See* by Robert Munsch
- *Gluskabe and the Four Wishes* by Joseph Bruchac
- *Please Try to Remember the First of October!* by Theo. LeSieg

**Be prepared!**

**Next day, you'll meet Popcorn Pete.**

# The Tale of Popcorn Pete

Today, you'll read the poem "Popcorn Pete" and think and write about good and bad manners.



You can imagine being a popcorn maker or a bag of microwave popcorn and then experiment to learn what makes popcorn pop.

Finalize plans for your Module 2 Grand Finale today.



## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- weather chart
- other materials as needed

### Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- alphabet cards
- *Level A: Modern Curriculum Press Phonics*, pages 53 and 54
- Thematic Assignment Booklet 2B  
– Day 15: Printing w, c, and r
- “Popcorn Pete” from *Toes in My Nose*

### Music and Movement

- “La Bamba” from the audiocassette  
*10 Carrot Diamond* by Charlotte  
Diamond (optional)
- audiocassette player (optional)

### Silent Reading Time

- books, magazines, or other favourite  
reading material

### Math Time

- See Mathematics Module 2, Day 15.

### Project Time

#### What Makes Popcorn Pop?

- popping corn
- 50 mL dry measure
- oven and stove top
- popcorn maker or frying pan with lid
- cooking oil (if using frying pan)
- cookie sheet
- 30-cm ruler
- Thematic Assignment Booklet 2B  
– Day 15: Popcorn Report

### Story Time

- mutually chosen reading material

## Activities

### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Follow your usual Calendar Time routines.

## Focus for Today

The focus for today is **attitude, skills, and knowledge in reading**. Does your student do any of the following?

- Try to figure out new words.
- Identify familiar words in text, for example, high-frequency words.
- Use previous knowledge of print, pictures, book covers, and titles to get meaning while reading.
- Use language skills to predict unknown words in a sentence.
- Use a variety of strategies to make sense of readings, such as **predicting, rereading, and reading on**.
- Read aloud with fluency and accuracy, following practice.
- Self-correct when reading does not make sense.
- Show understanding of a story when predicting.
- Show understanding of text when answering questions.

**predicting:** saying  
beforehand what is  
coming in a reading

**rereading:** reading a  
passage again

**reading on:** continuing  
read to see whether  
meaning becomes  
clear later



## Language Arts

Time recommended: 35 minutes

## Word Study

Test your student's recognition of the following two high-frequency words.

by

three

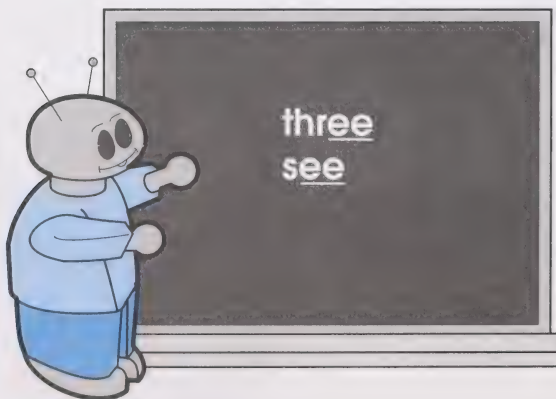
Place instantly recognized words in the personal word bank for later review. Then choose two theme-related or special-interest words to print on white index cards and practise.

If your student needs to practise the assigned words, discuss the phonemic parts as follows:

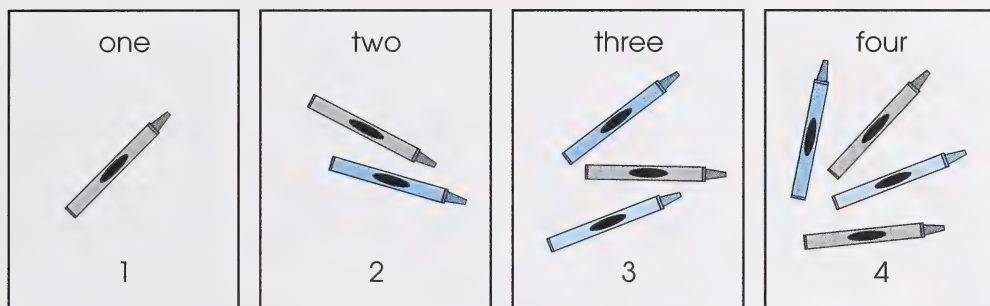
- Ask if there are any sounds that the student recognizes in the word **three**. The child may remember the “squiggly ee” sound from the word **see**, introduced in Module 1.

thr      ee → three

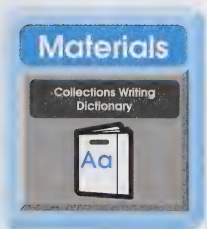
- Print **see** and **three** in a column on a paper or chalkboard. Ask what is similar about these words. Have the student underline the common letters—the “squiggly ee’s.”



- Challenge the student to think of more words that rhyme with **see** and **three**, for example, bee, tree, and whee. If the student suggests words that rhyme but have only one **e** (he, she, me, be, we), you may refer to these as “cousin words.” They are similar, but not quite in the same family.
- If you prepared an optional number chart as suggested in Word Study on Day 14, have your student find the word *three*. If you did not prepare a number chart, you could do that today.



- Reread the rhyme, “One, Two, Buckle My Shoe” from Day 14.
- Remind the student that the word **by** is often used when an author writes a story. Check some of the booklets the student has made, and find the word **by**.



Place the word cards in the New Word Box for later practice. Remember to review these words frequently and transfer any words that your student masters to the Personal Word Bank. Add any new words to the *Collections Writing Dictionary*.



## Spelling

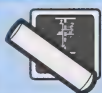
On Day 16, you will test your student on the assigned spelling words for this module. Review these words today.

and  
a  
an

can  
at  
of

### Activities

#### Teaching Tip



### Word Study

Learning to spell takes time and effort. Students can spell some words by sounding out each letter. Other words have silent letters or do not follow any rules; students must spell these from memory. The following word-study method allows students to hear each word, see it, and feel it being written:

#### • LOOK



**Look** at the word letter by letter.

#### • SAY



Pronounce the word. Then **say** the letters in sequence.

#### • PICTURE



Cover the word, and **picture** it in your mind. Then uncover the word, and check the spelling of the visualized word.

#### • WRITE



Cover the word again, and **write** the word on paper. Then uncover the word, and check the spelling.

Repeat this process as necessary to learn each word.

## Phonics and Printing

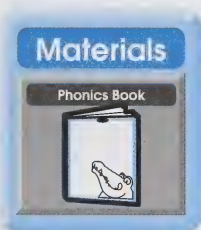
Review the names, sounds, and formation of the letters **w**, **c**, and **r** as follows:

- Print the capital letters **W**, **C**, and **R** on a paper or chalkboard. Ask the student to print the lower-case form of each letter under its matching capital letter.
- Print the lower-case **w**, **c**, and **r**, and have the student print the capital form below each letter. Monitor for correct letter formation.
- Challenge the student to form the following words with lower-case alphabet cards. Say the words one at a time. Help with any sounds that the student finds difficult.

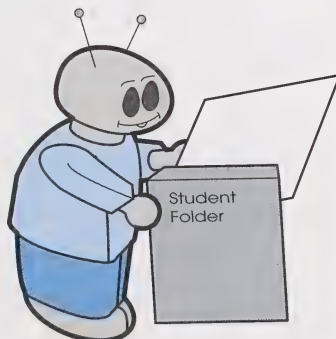
cat	dad
cap	rat
ran	sat

Turn to page 53 in *Level A: Modern Curriculum Press Phonics*. Complete the page as directed. Mark the page. Discuss and correct any errors.

Turn to page 54, and have the student match the puzzle pieces as directed. Help with a few examples, if necessary.



Print the student's full name and M2D15 at the top of page 53 before placing it in the Student Folder.



## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 15: Printing w, c, and r.

## Music and Movement

**Time recommended: 10–15 minutes**

Challenge your student to pretend to be a popcorn maker or a bag of microwave popcorn. Use the script that follows.

## Activities

Home Instructor's Script



You can pretend that popcorn is popping inside your body.

Think about how popcorn jumps up in the popper and then falls back down.

I will say the names of some body parts.

You pretend that a kernel of popcorn is jumping inside you and making that body part fly up and then fall back down.

Name various body parts, and encourage the student to move each part into the air quickly and then let it fall back down. Give practice with the directions **left** and **right** as follows.

A kernel is popping in your right elbow.



Now one is popping in your left knee.



Vary the speed of your directions, giving them very quickly or very slowly.

Now the popcorn is really popping quickly.

It's in your foot, shoulder, hand, head, hip, heel, thigh.

You could also have your student “pop” to lively music, such as “La Bamba” from the audiocassette *10 Carrot Diamond* by Charlotte Diamond.



## Language Arts

**Time recommended: 60 minutes**

## Reading

Take out the poetry book *Toes in My Nose* by Sheree Fitch.

Look for the poem “Popcorn Pete” near the front of this book.



Read the poem twice and with the student. Focus on the following words:

- theme or special-interest words the student has practised
- high-frequency words and spelling words, such as **and**, **red**, **this**, **is**, **his**, **the**, **one**, and **was**
- rhyming pairs, such as **bed** and **red**



Next, take turns asking each other questions about the poem and then responding to them. Possible questions follow.

### Activities

#### Teaching Tip

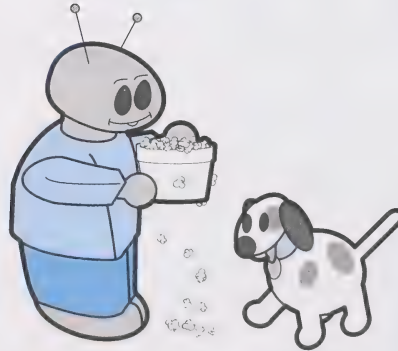


Give the student experience with different types of questions, such as the following two:

- **Literal questions** are “on the page,” which means the answer can be found in the text.
- **Inferential questions** are “off the page.” The answer must be inferred from the context of the text and the student’s previous knowledge. Making inferences, or inferential reading, is sometimes called “reading between the lines.”

Where did Popcorn Pete get all the popcorn?  
(literal question) (at the movie theatre)

Why do you think Popcorn Pete ate so much popcorn?  
(inferential question) (Accept the student’s opinion.)



Could what happened to Popcorn Pete really happen? Why, or why not?  
(inferential question)  
(Discuss the difference between real and make-believe situations.)

What advice did the poet give at the end of the poem?  
(literal question) (Never take more than you can eat.)

Did the poet choose a good ending for this poem? Why, or why not? (opinion or evaluative question) (Accept the student's opinion.)

## Journal Writing

Begin with the following dialogue.

We read about a fellow named Popcorn Pete.

Pete did not show good manners when he took all the popcorn from the movie theatre.



He hid it under his bed and then ate and ate until his face got red and his cheeks began to puff and swell.

manners: ways of behaving with others

You could write about **manners** and some special words that go along with good manners, such as **please** and **thank you**.

Are these words important at your house?

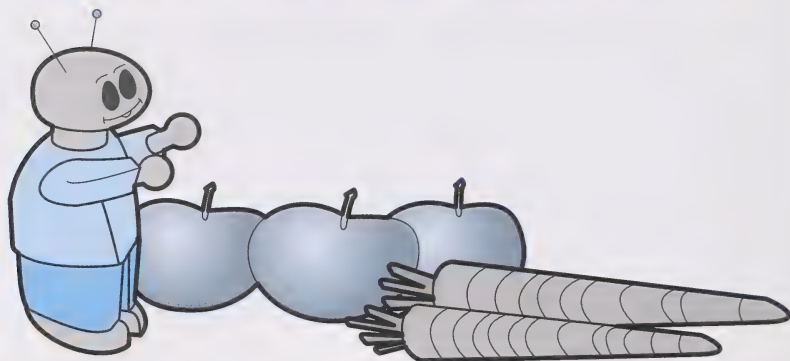
Discuss possible writing topics. Your student could choose to write about manners, a topic of interest, or a personal special event. Have the student add an illustration and then read the writing to you. Observe the strategies your student uses to read.

Label the back of the writing page with the student's full name and M2D15. Place it in the Student Folder.



It's time for lunch.

Think about good manners,  
and practise them while eating.

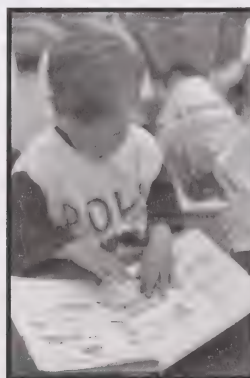


## Silent Reading

**Time recommended: 5–10 minutes**

If you have difficulty finding reading material that the student can read independently, a good source is your student's own booklets made during writing activities. Children can usually read their own writing easily, since it is personal and familiar.

When the student's booklets are returned by the teacher, add them to your own library. This gives value to the student's writing and encourages further efforts.

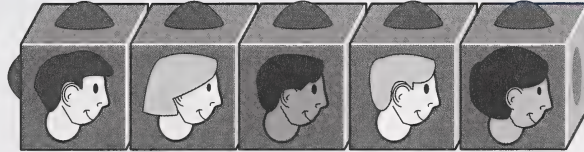




## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 15.



## Project Time

**Time Recommended: 50 minutes**

Read the following information aloud. Cut a popcorn kernel in half as you read about doing that.

### ===== What Makes Popcorn Pop? =====

Popcorn has been around for a long time, even before the movies.

People of South America used it for decoration hundreds of years ago.

Native People of North America brought popcorn to the Pilgrims at the first Thanksgiving dinner.

Is popcorn a treat for your family?

If you have popped popcorn, you've probably noticed that some batches come out fluffier and softer than others do. Why? The secret is inside the kernel.



We can carefully cut a kernel of popping corn in half. The inside is soft and slightly moist.

The kernel is really the seed of a new corn plant. The water, or moisture, sealed inside keeps the seed alive until planting time. The moisture is what makes the corn pop.

If the kernel is heated very quickly, the moisture inside becomes steam, and the kernel gets bigger.

Eventually, the force of the steam becomes so strong that it bursts the kernel open.

When the tight jacket of the kernel bursts, the material inside gets larger, rather like a jack-in-the-box springing to its full height.

How important is that tiny drop of water for producing good popcorn? There is an experiment you can do to find out.

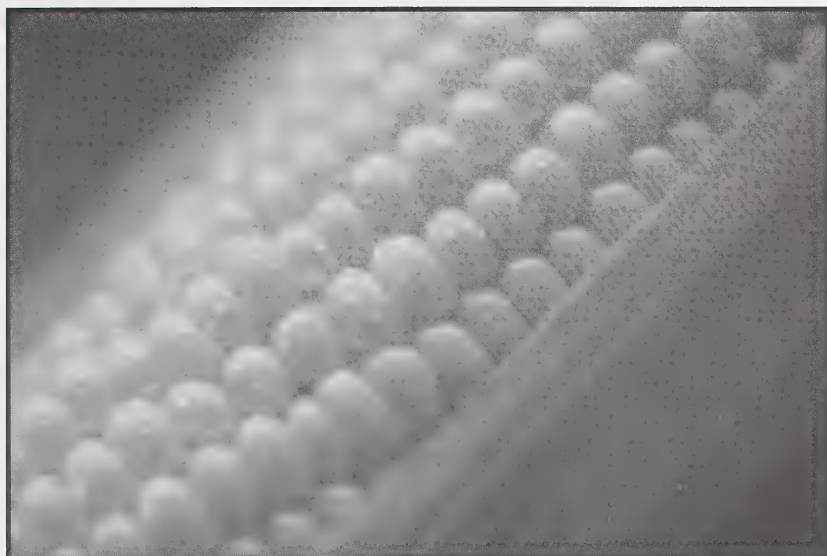
---

### Popcorn Experiment

Help the student carry out the steps that follow:

- Measure out 50 mL of popcorn kernels, and count them. Count out another batch with the same number of kernels.
- Preheat an oven to 100°C. Spread one batch of corn kernels on a cookie sheet, and then put them in the oven for 90 minutes. This is batch 2.

- While batch 2 is heating, pop the other 50 mL of kernels. This is batch 1.
- Have the student **estimate** how many kernels of corn will **not** pop in batch 1.



### Materials

Thematic Assignment  
Booklet



Turn in Thematic Assignment Booklet 2B, and record the student's estimate in Day 15: Popcorn Report. Record the other results of your experiment as you proceed.

- When the corn is finished popping, let it cool, and ask your student to count the number of kernels that did not pop. Record this number. Compare the estimate to the actual count.
- Choose ten popped kernels at random by sticking a clean hand into the bowl and taking out a handful. Lay the ten kernels end to end along the side of the ruler. Measure and record the length of the ten popped kernels.
- Eat the first batch of popcorn, but leave a bit to compare with the second batch.
- After 90 minutes, remove the batch 2 kernels from the oven. Let them cool, and then pop them the same way as the first batch.

- Meanwhile, have the student **estimate** how many kernels will **not** pop. Record the estimate on the Popcorn Report in the box for batch 2.
- When finished popping, let batch 2 cool, and count the number of kernels that didn't pop. Compare the estimate to the actual count.
- Measure and record the length of ten popped kernels from the second batch.
- Eat the second batch of popcorn, and compare the differences in taste and texture between the first batch and the second. Talk about what caused the differences.

**Clue:** Heat makes water evaporate.

- Complete the remaining questions on the Popcorn Report.

### Enrichment (optional)

Try soaking unpopped corn in water for an hour before popping it. Dry the kernels, and pop as usual. See what happens.

## Sharing Time

### Time recommended: flexible

Have the student read aloud the Journal Writing or a favourite book from the module. Help select a book of a suitable reading level. Observe your student's ability to read personal writing or a book. Consider the points listed in Focus for Today.

You could also discuss the popcorn experiment and pop a batch of corn for your audience.

Finalize plans for your Module 2 Grand Finale. Notify guests, and allow time each day to practise any performances.





## Let's Look Back

**Time recommended: 10 minutes**

Ask about your student's perception of personal reading development.

Do you enjoy reading? Why?

Did you like reading about Popcorn Pete?

Do you like to read your own writing?

Do you find it easy to remember the words on flash cards in Word Study?

How do you figure out words you don't know?

What is your favourite book?

Why is it your favourite?

**Enrichment (optional)**

Have the student make a booklet of favourite writing pieces, either handwritten or entered on a computer.

## Story Time

**Time recommended: flexible**

Many children's stories teach a lesson. Today, you could read *The Berenstain Bears Forget Their Manners*. This story tells what happens when family members forget their manners and why good manners are important.

**You've popped to the end of Day 15.**

**Next day, you'll travel with the  
wind.**



# What's the Wind Up To Now?

Today you will introduce your student to the wind as a character in a poem and ask the child to discriminate between reality and make-believe. Your student will consider the wind as an imaginary being, write about the wind, and use streamers, scarves, or ribbons to dance like the wind.



Then in Project Time, you'll continue the windy theme by making a fan or a windsock.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Page
- other materials as needed

### Language Arts

- Thematic Assignment Booklet 2B
  - Day 16: Spelling Post-Test
  - Day 16: Printing qu
  - Day 16: Printing Vv
- *Level A: Modern Curriculum Press Phonics*, pages 57, 58, and 59
- pocket chart

### Music and Movement

- favourite music
- crepe paper, ribbon, or scarf
- audiocassette player

### Silent Reading Time

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 2, Day 16.

### Project Time

#### Project Choice 1: Making a Fan

- feather (optional)

#### Project Choice 2: Making a Windsock

- crepe paper or light ribbon
- hole punch
- string
- a short stick or dowel

### Let's Look Back

- Thematic Assignment Booklet 2B
  - Day 16: Learning Log

### Story Time

- mutually chosen reading material

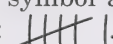
## Activities

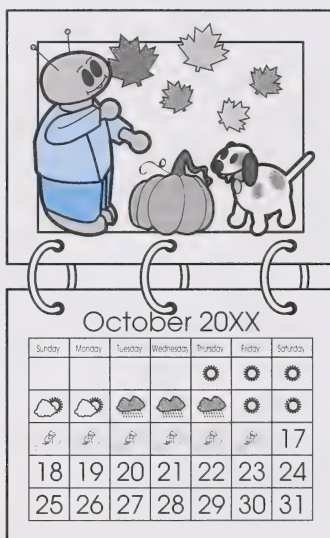
### Calendar Time



## Calendar Time

**Time recommended: 10 minutes**

Complete the usual Calendar Time activities. If your student has drawn a symbol for windy days, tally the number of windy days there have been since the beginning of this module. Have the student count the number of times that the wind symbol is shown on your calendar. In the example that follows, the wind symbol appears six times, so the student's tally would look like this: .



## Focus for Today

## Materials

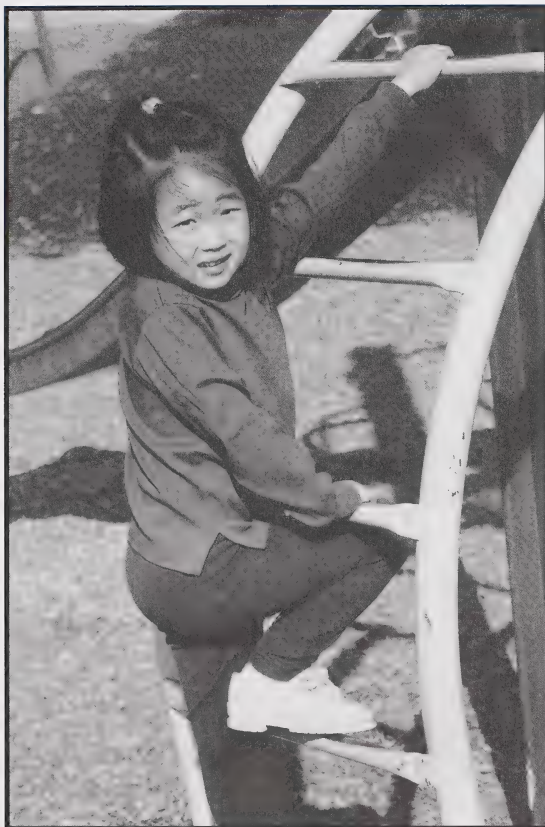
Thematic Assignment Booklet



The focus today is on **physical development** in movement activities. Observe the following about your student:

- understanding of movement vocabulary
- awareness of safety
- ability to move in various ways

Turn to Thematic Assignment Booklet 2B to Day 16: Learning Log.



## Language Arts

**Time recommended: 35 minutes**

### Spelling

Test your student as follows on the six assigned spelling words for Module 2:

- Do not practise the words before the test.
- Test in a room where none of the assigned words are displayed.



## Activities

Testing To



Testing in this way gives an accurate indication of the student's spelling skills. It is important that the words be stored in the student's **long-term memory**. If you practise immediately before the test, you are only testing the child's **short-term memory** of the words.

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 16: Spelling Post-Test. Use the following procedure:

- Say each word clearly, but in a normal manner.
- Say a sentence that contains the word, preferably not at the beginning, to avoid the need for a capital letter.
- Repeat the word.

The words for the test are listed below.

**and            can            a            at            an            of**

## Phonics and Printing

Introduce the letters **qu** and **v** as follows:

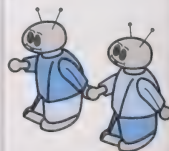
- The key word for the "qu" sound is the word **quack**.

qu

quack



Join hands, and pretend you are two little ducks who say the "kw" sound and never go swimming alone.



- Say that the letter **q** is always followed by the letter **u**. That is why they are printed together and why the key action says they “never go swimming alone.”



- Print **qu** on a paper or chalkboard, showing the standard way to print each letter.
- Lead the student in the following finger warm-ups:
  - Pretend your fingers are moving to a gentle breeze.
  - Move your fingers to hurricane-like winds.
  - Exercise fingers on a piano or keyboard, if you have one available.

Then have the student practise these two letters in an interlined scribbler, on the chalkboard, or on a paper with base lines.

## Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 16: Printing qu.

- Present the key word **violin** and the key action for the letters **Vv**.

v

violin



Pretend you are playing the violin.



## Day 16 • What's the Wind Up To Now?

- Print capital **V** and lower-case **v** on a paper or chalkboard, showing the standard way to print each one.
- Have the student practise these letters.

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 16: Printing Vv.

- Practise the sounds of **qu** and **v** by singing the Old MacAlphabet song from Phonics on Day 3 of this module. At the same time, practise any other letters your student finds difficult. Reinforce previous learning with this song plus key words and actions.



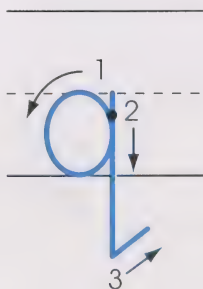
### Materials

Phonics Book



Turn to page 57 in *Level A: Modern Curriculum Press Phonics*. Read the verse together. Have your student circle all the words that begin with the “qu” sound. Then read the directions under the verse.

**Note:** The lower-case **q** is printed differently in the phonics book. Use a felt pen to change the example letter on page 57.



Have your student complete the page as independently as possible. If there are any problems, make a note of them for the teacher. Monitor the student's progress. Discuss and correct any errors. Complete page 58 in the same manner.

Print the student's full name and M2D16 at the top of page 57. Place the sheet in the Student Folder.

Turn to page 59 in the phonics book. Review the sounds of the letters **w**, **c**, **r**, **p**, **qu**, and **v**. Have your student complete the page. You will do page 60 on Day 17, so leave this page in the book for now.

## Music and Movement

**Time recommended: 10–15 minutes**

Today, you can “dance like the wind.” Use a long piece of crepe paper, some ribbon, or a long scarf, and make sure you have lots of space in which to move.

Play some favourite music, and move to the rhythm. Tell the student to use large arm movements to twirl and swirl the streamer. Make the streamer dance up high, down low, behind, in front, and all around. Challenge the student to move different ways with the streamer, such as running, hopping, and skipping.





## Language Arts

Time recommended: 60 minutes

### Reading

Read the following poem aloud, and ask the student to listen to what the wind does.

---

---

### The Wind

---

---

I come to work as well as play;  
I'll tell you what I do;  
I whistle all the livelong day,  
"Woo-oo-oo-oo! Woo-oo!"  
I toss the branches up and down  
And shake them to and fro;  
I whirl the leaves in flocks of brown  
And send them high and low.  
I strew the twigs upon the ground,  
The frozen earth I sweep;  
I blow the children 'round and 'round  
And wake the flowers from their sleep.

Anonymous

**personify:** to represent  
as a person

---

---

Explain that authors sometimes use their imaginations to **personify** animals or things. In this poem, the author represents the wind as a person. The wind says, "I come to work" and "I whistle."

Discuss the poem as follows. Accept the student's comments.



What words does the poet use to make us imagine that the wind is a person? ("I come to work as well as play; I'll tell you what I do; I whistle all the livelong day.")

Can the wind **work**, **play**, **talk**, and **whistle**, or is it only people who do these things?

Why do you think the poet compares the wind to a person?



The author uses strong action words, such as **toss**, **shake**, **whirl**, **strew**, and **sweep**.

Let's read the poem again.

See if you can picture the wind tossing the branches up and down or blowing the children 'round and 'round. (Reread the poem.)

Did you enjoy this poem? Why?

What else could you see in your mind's eye?

Point to the words in the poem that you know. Read them out loud.

Do the words **play** and **day** rhyme? (yes)

What other words do you hear that rhyme? (**do** and **woo**, **down** and **brown**, . . .)

Read the poem once more. Have the student dramatize the action words to act out the wind's activities.

### Writer's Workshop

Review what the wind did in the poem "The Wind." Then use the following script.

Pretend you wrote the poem "The Wind."

Now you want to write about more things that the wind might do.

What else can you imagine the wind doing?  
(If necessary, suggest bending trees, taking hats for a ride, or pushing things around.)



Use sentence strips to print your student's ideas about what the wind might do if it were a person. Examples follow.

I made the hat go dancing.

I made the man go prancing.

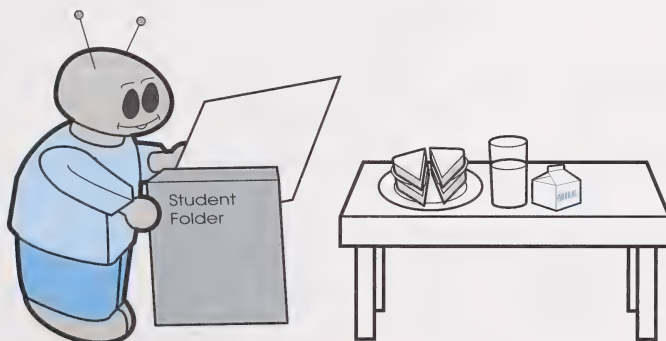
I said "Whoosh" to the trees.

I blew away the bees.

Notice the rhyming pairs **dancing** and **prancing** and **trees** and **bees**. Can your student come up with some rhyming lines?

Ask the student to choose one pair of rhyming sentences to print and illustrate on a sheet of unlined paper.

Have the student read the writing to you. Print the student's full name and M2D16 on the back before placing the assignment in the Student Folder until Sharing Time.



**It's time for lunch.**

**Enjoy your lunch, and then go outside to see what the wind is up to.**



## Silent Reading

**Time recommended: 5–10 minutes**

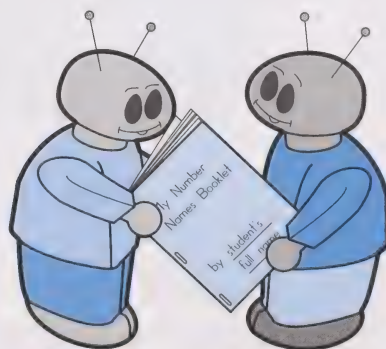
Find a comfortable position, and enjoy your reading time.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 16.



## Project Time

**Time recommended: 50 minutes**

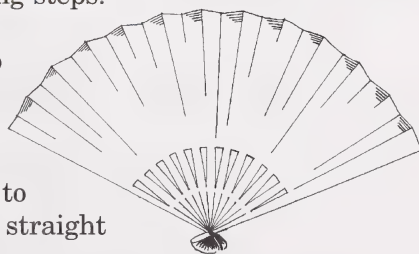
Talk about how wind can help people. Mention how the wind pushes sailboats, turns windmills, and blows windsocks at airports. Preview both projects before choosing one.



### Project Choice 1: Making a Fan

Help your student with the following steps:

- Use felt markers or crayons to decorate both sides of an unlined paper.
- Fold the paper back and forth to make a fan. Make the folds as straight and even as you can.
- Hold the folded paper tightly at one end, and wrap tape around it.
- Move the fan quickly back and forth, and feel the wind. Can you move small objects like scraps of paper or a feather by fanning them?

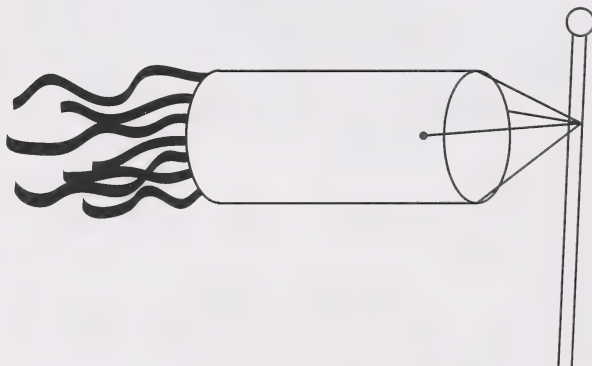


### Project Choice 2: Making a Windsock

- Roll a sheet of construction paper lengthwise into a large tube, and tape the edges together.
- Staple narrow crepe paper or ribbon streamers to the inside edge of one end of the windsock.



- With a hole punch, make four holes evenly around the other end of the windsock.
- Cut four strings, each approximately 60 centimetres long, and tie one through each hole. Tie the strings together in a knot.
- Attach the windsock to a stick, or hang it on a deck to blow in the breeze.



### Sharing Time

**Time recommended: flexible**

Your student could do any of the following.

- Read the rhyming sentences from Writer's Workshop.
- Tell about today's project, and discuss ways the wind is useful.
- Show a few pages of good printing or phonics work.
- Lead a discussion about experiences with the wind.



## Let's Look Back

**Time recommended: 10 minutes**

Reflect on the day's activities in general terms.

What did you enjoy doing most today?

Did you find anything difficult to do?

What could we do to make this difficult task easier for you?

Then ask questions to learn more about your student's enjoyment of movement activities.

Did you like making the streamer (ribbon, scarf) dance like the wind?

Did practice make your streamer work better?

What kind of music do you like for movement activities?



### Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 2B, and complete Day 16: Learning Log.

## Story Time

**Time recommended: flexible**

You could choose a book about the wind today. Some examples follow.

- *Chinook* by Sharyn Marston
- *Simon and the Wind* by Gilles Tibo
- *The Wind Blew* by Pat Hutchins
- *Gilberto and the Wind* by Marie Hall Ets
- *Millicent and the Wind* by Robert Munsch



**You've finished Day 16.**  
**Next day, you'll think about what you**  
**might buy if you had some money.**

# What Shall I Buy?

Your student has “shopped” for ideas at the imagination store. Today, you’ll do some pretend shopping at other stores.

You’ll read two poems. In one, two children go shopping and each chooses something different to buy. In the other, a child sorts through the dilemma of what to spend a hundred dollars on.

Your student will imagine shopping and stores while writing and rhyming words.



The store theme continues in Project Time when your student can choose to set up a store or create a store collage. As an alternative activity, you could use Project Time to prepare for your Module 2 Grand Finale.

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package
- weather chart
- other materials as needed

### Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 2B
  - Day 17: Word Recognition Test
  - Day 17: Printing Xx
  - Day 17: Printing Yy
- *Level A: Modern Curriculum Press Phonics* pages 60, 63, and 64
- “Willy Nilly” from *Collections: Too Silly!*

### Music and Movement

- “I Wanna Be a Dog” and “10 Crunchy Carrots” from the audiocassette *10 Carrot Diamond*
- audiocassette player
- *10 Crunchy Carrots* videocassette (optional)
- videocassette player (optional)

### Silent Reading Time

- favourite reading material
- music (optional)

### Math Time

- See Mathematics Module 2, Day 17.

### Project Time

#### Project Choice 1: Let's Go Shopping

- variety of store items, for example, various types of toys
- box or play cash register
- price tags or string
- 20 pennies
- a few nickels and dimes (optional)

### Story Time

- mutually chosen reading material

## Activities

## Calendar Time



## Calendar Time

**Time recommended: 15 minutes**

Do your usual calendar routine. If you are nearing the end of a calendar month, you could review the kinds of weather you've had this month.

## Focus for Today



Today's focus is **language development**. Observe whether your student is able to do the following:

- express ideas and opinions
- understand and follow oral directions
- understand stories and poems read aloud
- respond to humour
- enjoy and appreciate the sounds and rhythms of language



## Language Arts

**Time recommended: 35 minutes**

### Word Study

Test your student's recognition of the words in the word boxes as follows:

- Empty both word boxes, and sort the cards into two piles. Make one pile with the high-frequency words on coloured index cards and one pile with the special-interest words on white index cards.
- Arrange the cards in the same order as the words on the test sheet.
- Print the special-interest words from white index cards onto the lines in the assignment booklet.
- Place any words that the student has not yet mastered back in the New Word Box for further practice.

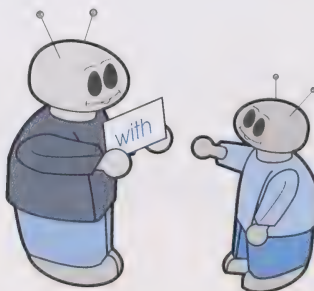
#### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 17: Word Recognition Test. Show your student the high-frequency words, one at a time, and check each word the child recognizes immediately. Do the same with theme or special-interest words, if you have any.



Place the word cards your student has mastered on rings, as you did in Word Study on Day 17 of Module 1. Put white cards on one ring and coloured cards on another ring. Review the word cards on these rings occasionally, particularly the high-frequency words.



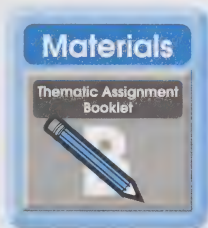
## Phonics and Printing

Review the alphabet by having the student say the letters in order and point to them on the Printing Chart. Then introduce **Xx** and **Yy** as follows:

- Help your student find **Xx** and **Yy** on the Printing Chart.
- Introduce the key word and action for the letter **x**.



x	<b>axe</b> 	Make a chopping motion with your hand.	
---	---	--	--

- Print capital **X** and lower-case **x**, modelling the standard way to print each one, as shown on the Printing Chart.
- For finger warm-ups, pretend your fingers are puppies. One minute the puppies are chasing each other; the next they are jumping and stretching.
- Give the student time to practise the letters in an interlined scribbler, on a chalkboard, or on base lines.



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 17: Printing Xx.

- Print capital **Y** and lower-case **y**, again modelling the standard way to print each one.
- Present the key word and action for the letter **y**.

<b>y</b> (at the beginning of a word)	<b>yo-yo</b> 	Move your wrist as you would when you work a yo-yo.  <b>Note:</b> You will also find the letter <b>y</b> on the vowel page.	
--	---	---	--

- Have the student practise the letters **Y** and **y** before doing the assignment.

## Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 17: Printing Yy.

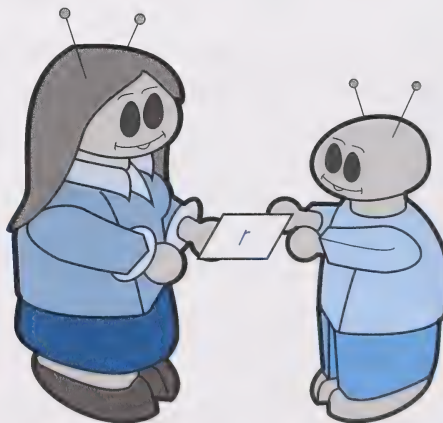


## Materials

Home Instructor's Manual



Review the sounds of the consonants **w**, **c**, **r**, **p**, **q**, and **v** by having your student think of a word that begins with each letter. If the student has difficulty with any letters, refer to the Key Words and Actions Guide from the Appendix of the Home Instructor's Manual.



## Materials

Phonics Book



Turn to page 60 in *Level A: Modern Curriculum Press Phonics*. Read the directions together, and then ask your student to complete the page. Help only as necessary.

Turn to page 63. Read the verse, and have the student circle the words that end with the “x” sound.



Then read the directions together. Be sure the student understands that the “x” sound will be at the **end** of the words, not the beginning.

Have your student complete the page. Monitor the student’s progress, and mark the page. Discuss and correct any errors. Re-mark the page with a different-coloured pen. Complete page 64 in a similar manner.

Print the student’s full name and M2D17 at the top of page 63 before placing the sheet in the Student Folder.

## Music and Movement

**Time recommended: 10–15 minutes**

Introduce today’s shopping theme by having your student pretend to buy a dog from a pet store. Listen to the song “I Wanna Be a Dog” from the audiocassette *10 Carrot Diamond* by Charlotte Diamond. Sing the song together, making up your own actions.



Now, imagine you are going to the store to buy ten crunchy carrots, and listen to the song “10 Crunchy Carrots,” also from *10 Carrot Diamond*. Watch the singer do the actions on the videocassette, *10 Crunchy Carrots*, if it is available.



## Materials

Reading Resources



## Language Arts

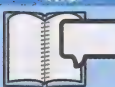
**Time recommended: 60 minutes**

### Reading

Set out *Collections: Too Silly*. Open to the story “Willy Nilly,” just across from the Contents page. Point out that it looks like the children in the illustration are shopping with their mother. Discuss the student’s own shopping experiences with the following script.

## Activities

Home Instructor’s Script



Do you like shopping?

What kinds of stores do you like to visit?

Why do you like to visit these stores?

Can you think of any stores that are unusual or strange to you?



What makes them unusual or strange?

Let's read the title for this story: Willy Nilly.

This story is about Milly and Willy who go shopping with their mom.

Look at the illustration. Do they look happy?

What do you think they might buy?

Let's read the story to see if they had a good time, even if they were not excited about shopping when they started out.



Point to the words **Milly** and **Willy**, and ask your student to join in reading these and any other familiar words. Then, read the story.

Go back to the beginning of the story. Read the title and the names of the author and illustrator. Then study and discuss each picture, page by page. Notice the following:

- where the children are
- the weather
- facial expressions
- what each person is doing
- how family members feel about one another

## Day 17 • What Shall I Buy?

Study repeated words, such as **went** and **got**. Look for rhyming words.

If your student is curious about the words *Piccadilly* and *piccalilli*, explain them as follows:

- **Piccadilly** is a street in London known for its unique shops and fine restaurants.
- **Piccalilli** is a spicy mustard relish made from chopped vegetables and eaten with cold meats.

Read the story again with the student taking the lead. Then question as follows.

Did you enjoy the story?

Why, or why not?

How do you think the illustrations were made?

Do you have a favourite illustration? Which one?

What would you buy if you visited Piccadilly in London?

Now let's read another poem called "The Animal Store" by Rachel Field.

The child in the poem is trying to decide which pets to buy—that is, if the child had one hundred dollars to spend.

Read the following rhyming poem as **modelled reading**.

## The Animal Store

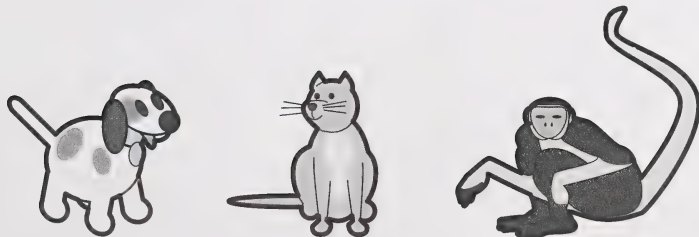
If I had a hundred dollars to spend,  
Or maybe a little more,  
I'd hurry as fast as my legs would go  
Straight to the animal store.

I wouldn't say, "How much for this or  
that?"  
"What kind of dog is he?"  
I'd buy as many as rolled an eye,  
Or wagged a tail at me!

I'd take the hound with the drooping ears  
That sits by himself alone;  
Cockers and Cairns and wobbly pups  
For to be my very own.

I might buy a parrot all red and green,  
And the monkey I saw before,  
If I had a hundred dollars to spend,  
Or maybe a little more.

Rachel Field





### Writer's Workshop

Begin by leading the student with the following script.

When I say the word **movie**, what do you think of?

Today you will think about a shopping trip and try to see a movie, or pictures, in your mind.

No one can see your movie except you, so you will have to explain what you see and where you go.

As you imagine a favourite store, I will think about a store too.

I will tell you what I imagine when we finish.

Close your eyes and nod your head when you are ready to see your movie. (Wait for the student to do this.)

We are going someplace where there are lots of stores.

The stores may be in (name of local town or city), or they may be any other place you have visited.

Imagine your favourite store. Are you there in front of the door?

Nod your head when you are ready to go in the door.

Now walk in the door, and look around slowly at all the things in the store.

Give your student time to imagine the details of the store. When the child is ready, continue,

Pick out something you would like to buy from this store.

Look at it carefully, and then describe it out loud. (Challenge the student to be as descriptive as possible.)

How much does your item cost?

You have enough money, so pay the cashier.

Wait until the cashier gives you your change.

Bring your item home.

Whom will you show it to first?

Pretend to show it to this person and tell about where you were and why you bought this item.

Open your eyes, and describe where you have been and what you bought.

After the student has described this imaginary shopping trip, describe your visualization and compare ideas. Then ask the student to illustrate and write about this personal movie. Help as needed.



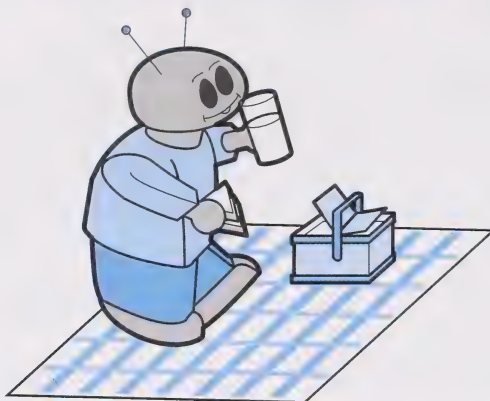
Although writing practice is important for the student, today you may need to scribe as the student talks, if there is a rich, imaginative story to share.

Later, the student may be able to read much of this dictated story back to you. The story is in the student's own words and is personally imagined, so it belongs to the child. Such reading takes on new meaning.



Print the student's full name and M2D17 on the back of the page.  
Place it in the Student Folder.

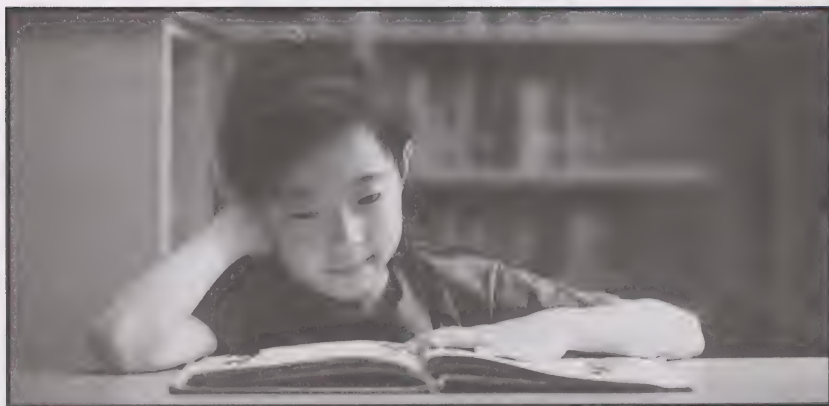
### It's time for lunch.



**If you have bread and cheese, you could pretend that the bread is a bed and the cheese is bumblebees. But don't put your feet on your meat.**

### Silent Reading

**Time recommended: 5–10 minutes**

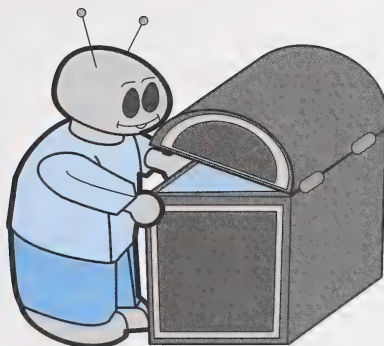


Enjoy your independent reading time. Discuss what you have read.

## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 17.



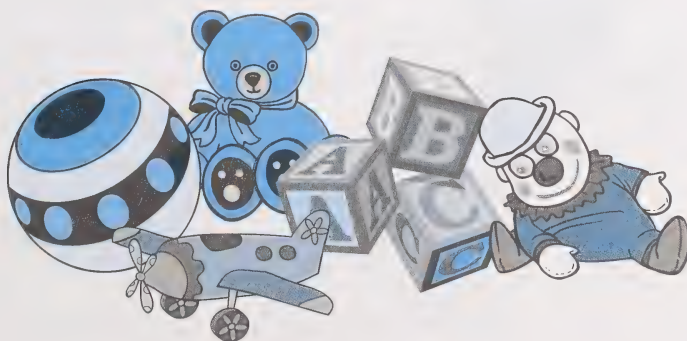
## Project Time

**Time recommended: 50 minutes**

### Project Choice 1: Let's Go Shopping

Discuss what type of store your student would like to set up, for example, a toy store, a grocery store, a bookstore, or a pet store. Then use the following suggestions to help the student:

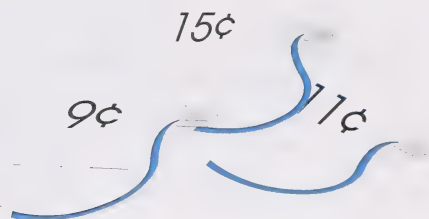
- Provide a space for the store to be set up.
- For a toy store, collect items such as stuffed toys, blocks, and dolls to sell.





## Day 17 • What Shall I Buy?

- For a grocery store, collect items such as empty soup cans, jelly-powder boxes, and empty milk cartons.
- Help make price tags by attaching short strings to small cards. Demonstrate how to make the cent symbol, ¢, and print prices on tags. Use prices that suit your student's development. For example, if the student needs practice with numbers 1 to 9, make price tags in that range. If the student is learning to recognize numbers 10 to 19, use them.



- Use felt markers to print the price tags, and then tape or tie each to an item.
- Use real pennies, so that the student can count coins up to 20¢ in value.



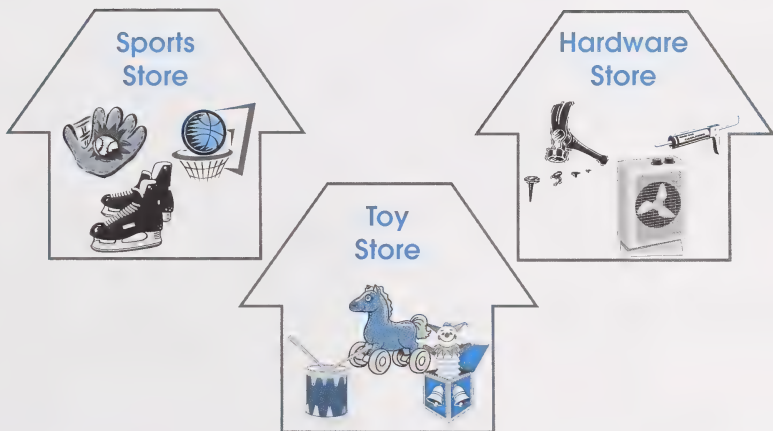
- If the student is very good at recognizing and counting money, use nickels and dimes as well. Unless your student is very advanced in mathematics, it is not recommended that you go beyond 20¢ at this time.
- Gather the money in a small box or toy cash register.

- Use pennies to make purchases at the student's store.
- Remind the student to count the money, as a real storekeeper would.

## Project Choice 2: Store Collage

Help your student do the following:

- Cut three store shapes from construction paper.
- Use a felt marker to print the name of a store on each cutout.
- Look through old magazines and catalogues to find pictures of suitable merchandise to cut out and paste on each store.
- Display the store collages at the student's eye level.



## Alternative Activity

If you have final preparations for your Module 2 Grand Finale, you could do that at this time. If you plan to present plays, stories, or poems, you could practise now.

### Sharing Time

#### Time recommended: flexible

Your student could share as follows:

- Read “Willy Nilly.”
- Share the page from Writer’s Workshop.
- Show the store collage from Project Time.
- Have audience members make pretend purchases from the student’s store.
- Ask audience members to share their own projects, to give the student practice appreciating the efforts of others.

#### Enrichment (optional)

Go on a field trip to a variety of stores. Call your student’s attention to the different types of products each store stocks. Discuss how the products are displayed and marketed.



You could also check on-line stores on the Internet. Notice how the merchandise is displayed on the screen and how the shopper chooses products.

## Let's Look Back

**Time recommended: 10 minutes**

Help your student remember with the following questions.

What did you enjoy the most today? Why did you like that?

What did you enjoy the least today? Why?

Which poem did you like better, "Willy Nilly" or "The Animal Store"? Why did you prefer that one?

When you are reading a story, do illustrations help you read it?

Tell how the illustrations in "Willy Nilly" helped you.

Did you think the story "Willy Nilly" was funny? Why?

Was it difficult to pick out the rhyming pairs in this poem?

Did the rhyming words in the poem make it more fun to read?



### Story Time

**Time recommended: flexible**



Consider rhyming books today. Some possibilities follow:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
- *Hailstones and Halibut Bones* by Mary O'Neill
- other poems by Lois Simmie, who wrote "Willy Nilly" (Check the Poetry section of Additional Resources.)

### You've come to the end of Day 17.

**One more day,  
and you will finish this module.**

# The Tub Monster

Today, think about the activities and projects you've done in Module 2, where you distinguished between real and make-believe.



You'll test your student's alphabet skills and introduce the letter **z**. To find out about The Tub Monster, you'll read the poem "The Bug in the Plug."

For Project Time, choose a project from another day, create a monster from materials in your treasure box, or prepare for your Module 2 Grand Finale.

Some activities today are optional or flexible, in case you need time to do any of the following:

- review material or complete assignments from Module 2
- prepare invitations or programs for your grand finale
- polish some performances
- prepare food

## What You Need Today

### General Supplies

- box containing required materials

### Calendar Time

- Calendar Package

### Language Arts

- Thematic Assignment Booklet 2B
  - Day 18: Printing Zz
  - Day 18: Alphabet Skills
- *Level A: Modern Curriculum Press Phonics*, pages 65 and 66
- “The Blug in the Plug” from *Toes in My Nose*
- blank audiocassette or videocassette (optional)
- audiocassette recorder or videocassette recorder (optional)

### Music and Movement

- *Classics for Children* compact disc
- CD player
- scarves and handmade musical instruments (optional)

### Silent Reading

- books, magazines, or other favourite reading material

### Math Time

- See Mathematics Module 2, Day 18.

### Project Time

#### Treasure Box Monster

- collection of craft items, such as pieces of wood, bottle caps, string, paper cups, paper plates, buttons, scraps of fabric, hangers, and cans (no sharp edges)

### Let's Look Back

- Thematic Assignment Booklet 2B
  - Day 18: Learning Log

### Story Time

- mutually chosen reading material

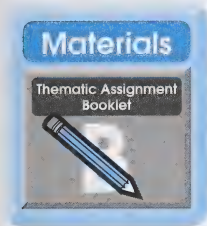


## Calendar Time

**Time recommended: 15 minutes**

Complete your calendar procedures as usual.

### Focus for Today



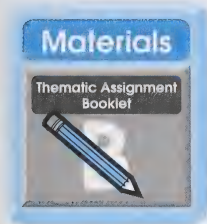
Today, focus on general observations about your student's **overall growth and development** in Module 2.

Turn to Thematic Assignment Booklet 2B, and preview Day 18: Learning Log.

## Language Arts

**Time recommended: 35 minutes**

### Word Study



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete both pages of Day 18: Alphabet Skills.

### Phonics and Printing

Introduce the letters **Z** and **z** as follows:

- Present the key word and action for the letter **z**.



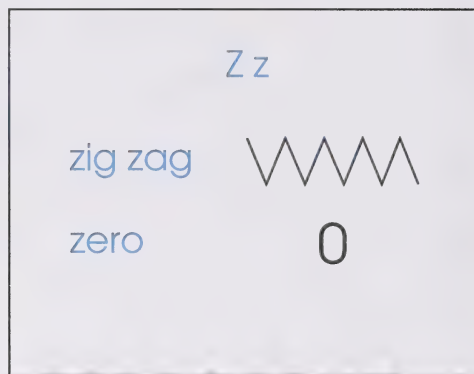
Form a sign-language letter **z** with your index finger, and say the word **zip**.



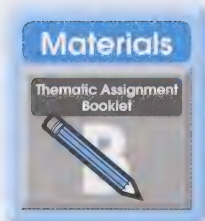
- Print capital **Z** and lower-case **z** on paper or chalkboard. Model the standard way to print each form of the letter.



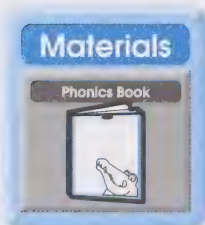
- Practise the “z” sound by singing Old McAlphabet from M2D3
- Brainstorm words that begin with **Zz**, and print them on paper to make a chart.



- Have your student do a few finger warm-up activities, such as moving the fingers up and down an imaginary zipper. Then allow time to practise printing **Z** and **z**.



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 18: Printing Zz.



Turn to *Level A: Modern Curriculum Press Phonics* page 65. Read the verse together twice. Have your student circle all the words in the verse that begin with the letter **z**.

Read the directions together. Have the student rephrase the directions to be sure they are understood and then complete the page independently. Discuss and correct any errors.



Turn to page 66. Read the directions together, and have the student complete the page. If necessary, review the key words and actions for **Xx** and **Yy**.

Print the student's full name and M2D18 at the top of page 65. Place the page in the Student Folder.

## Music and Movement

**Time recommended: 10–15 minutes**

### Materials

Audiocassette



You could listen to favourite music from the CD *Classics for Children*. Encourage your student to move to the music using props such as scarves or hand-made musical instruments. Alternatively, your student could play outdoors.



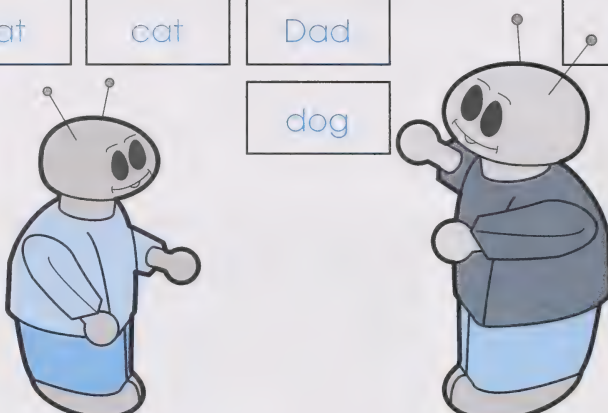
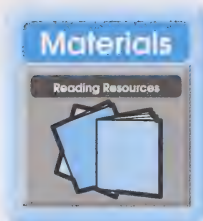
## Language Arts

**Time recommended: 60 minutes**

### Reading

Review the words on your word wall, if you've made one, or the words on your charts made during Module 2.

Aa	Bb	Cc	Dd	Ee	Ff
apple	bat	cat	Dad		fat
and			dog		
at					
a					
as					

Find the poem “The Blug in the Plug” near the end of the book *Toes in My Nose* by Sheree Fitch.

Read the poem, and have your student follow along. Then reread it and encourage the student to join in the repetitive phrases. Discuss the poem with the following script.

Do you think the **Blug** was real or imaginary?

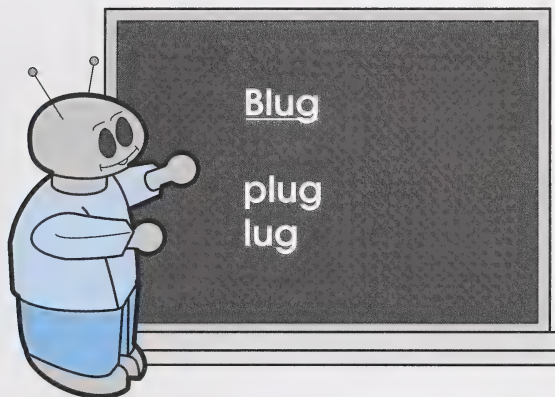
Do you think the **Blug** was a good name for the monster? Why, or why not?

Have you ever imagined monsters or scary things like the Blug?

How would you describe the monsters you imagined?

Where did the monsters you imagined live?

Make a chart of words that rhyme with **Blug** and **plug**. Ask whether the student thinks **Blug** is a real word.



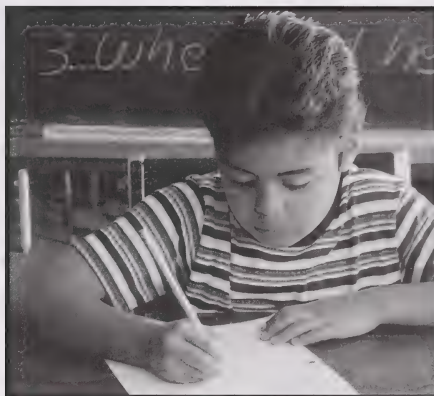
## Writer's Workshop (optional)

Reread the poem "The Blug in the Plug." Have your student imagine what the monster in the tub might look like and list as many descriptive words as possible. Make a chart of these words.





Have your student draw a colourful picture of the tub monster and write a sentence about it. Then have the student read the story to you.



### Materials

Student Folder



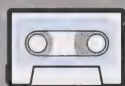
Label the back of the writing with the student's full name and M2D18, and place it in the Student Folder.

### Enrichment (optional)

Help your student choose three favourite writings from Module 2B and practise reading them. Then make an audio or video recording to present at your culmination.

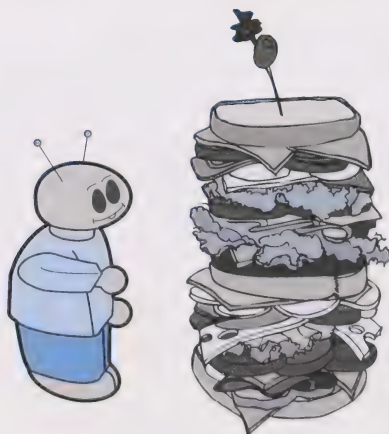
### Materials

Audiocassette



## Are you ready for lunch?

## Do you have a monstrous appetite?



## Silent Reading

**Time recommended: 5–10 minutes**

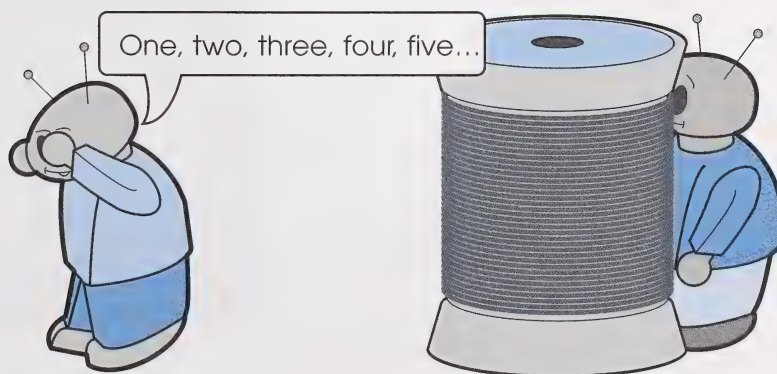
Display the books that you've used with this module, and encourage your student to look through them again. Ask which stories were most enjoyable.



## Math Time

**Time recommended: 45 minutes**

Proceed with Mathematics Module 2, Day 18.



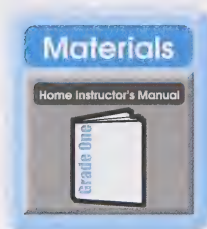
### Project Time

**Time recommended: 50 minutes**

You could use this time to do any of the following:

- complete any unfinished projects
- prepare for your Grand Finale
- repeat a favourite project
- create a mystery monster

### Treasure Box Monster (optional)



Remind your student that on Day 5, you discussed people who use their imaginations to think up new things. Today, the student can make something new—a monster—out of materials from your treasure box. If you have not yet prepared a treasure box, see the Art section of the Home Instructor's Manual.

Set out the treasure box, and suggest that the student think of ways to use some of the materials to make a monster. Help as necessary.



## Sharing Time

**Time recommended: flexible**

Present your Module 2 Grand Finale, if you have one, as today's Sharing Time activity. Schedule this at your convenience.

If you do not have a Grand Finale, the student could read the story from Writer's Workshop or display the monster created in Project Time.

You could also discuss monsters you have imagined and ways you or audience members have conquered these fears.



You could even provide materials for audience members to create their own treasure box monsters.

## Let's Look Back

**Time recommended: 10 minutes**

Sort through your Student Folder to help recall the activities of the last nine days. Ask questions such as the following.

What part of your school day do you look forward to most? Why?

Which activities from Module 2 did you enjoy most?



Which project, story, or accomplishment are you most proud of?

What do you do to help clean up after Project Time?

Tell me about some work that you are getting better at, and we will tell your teacher.

On Day 9, you set a goal for something you wanted to improve. (Review this goal.)

Do you think you have improved in \_\_\_\_\_?

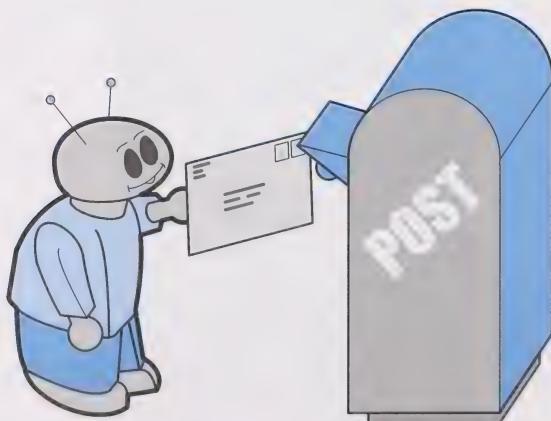
Do you have any new goals you would like to set for the next module?

### Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2B, and complete Day 18: Learning Log. Fill out the checklist, and add your own comments and questions. Under Student's Thoughts, note your student's comments on the goal set on Day 9 and any new goals the child would like to work on.



## Materials

Thematic Assignment  
Booklet



Turn to Thematic Assignment Booklet 2B, and follow the directions to complete Day 18, Student Folder Items.

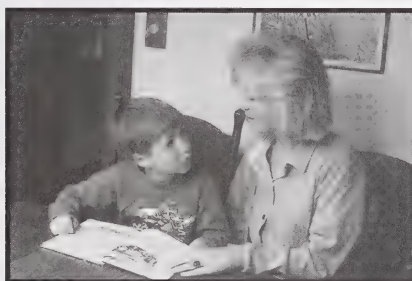
Gather the required materials from your Student Folder. Submit these items to your student's teacher for marking at the time the teacher has requested them.

## Story Time

**Time recommended: flexible**

You could choose a favourite story from this module or consider books that help fears disappear by getting them out in the open. Some examples follow:

- *There's a Nightmare in My Closet* by Mercer Mayer
- *There's a Crocodile Under My Bed* by Ingrid and Dieter Schubert



**Celebrate!**  
**You've come to the end of Module 2.**  
**Did you stretch your imagination?**  
**Remember to continue shopping at**  
**your imagination store.**



**Enjoy your grand finale, and tell**  
**your teacher about it later.**  
**Then get ready to reach for**  
**Day Sky, Night Sky.**



# Image Credits

## Cover Photo

PhotoDisc Collection/Getty Images

## Title Page

PhotoDisc Collection/Getty Images

## Contents

PhotoDisc Collection/Getty Images

## Page

1	Corel Corporation	44	PhotoDisc Collection/Getty Images	81	<b>dinosaur:</b> © 2001–2002 www.arttoday.com
10	<b>compilation:</b> EyeWire Collection/Getty Images	45	RubberBall Productions/Getty Images	82	<b>nurse:</b> Image Club ArtRoom/EyeWire Collection/Getty Images
11	EyeWire Collection/Getty Images	48	EyeWire Collection/Getty Images	83	PhotoDisc Collection/Getty Images
14	PhotoDisc Collection/Getty Images	49	<b>all:</b> Nova Development Corporation	85	© 2001–2002 www.arttoday.com
16	<b>singers:</b> Image Club ArtRoom/EyeWire Collection/Getty Images	50	EyeWire Collection/Getty Images	86	PhotoDisc Collection/Getty Images
17	Nova Development Corporation	53	<b>bottom:</b> Nova Development Corporation	88	PhotoDisc Collection/Getty Images
19	PhotoDisc Collection/Getty Images	54	<b>left:</b> PhotoDisc Collection/Getty Images <b>right:</b> EyeWire Collection/Getty Images	89	PhotoDisc Collection/Getty Images
20	<b>top:</b> PhotoDisc Collection/Getty Images <b>bottom:</b> Nova Development Corporation	57	Image Club ArtRoom/EyeWire Collection/Getty Images	90	© 2001–2002 www.arttoday.com
21	<b>top:</b> EyeWire Collection/Getty Images <b>bottom:</b> PhotoDisc Collection/Getty Images	58	Nova Development Corporation	91	PhotoDisc Collection/Getty Images
23	PhotoDisc Collection/Getty Images	63	RubberBall Productions/Getty Images	94	PhotoDisc Collection/Getty Images
28	<b>bottom:</b> RubberBall Productions/Getty Images	64	Image Club ArtRoom/EyeWire Collection/Getty Images	98	<b>all:</b> Nova Development Corporation
29	© 2001–2002 www.arttoday.com	65	<b>caveman:</b> © 2001–2002 www.arttoday.com	99	Nova Development Corporation
30	<b>all:</b> Nova Development Corporation	66	<b>top:</b> PhotoDisc Collection/Getty Images	102	© 2001–2002 www.arttoday.com
31	PhotoDisc Collection/Getty Images	68	© 2001–2002 www.arttoday.com	103	<b>top:</b> PhotoDisc Collection/Getty Images
32	Nova Development Corporation	71	EyeWire Collection/Getty Images	104	<b>bottom:</b> © 2001–2002 www.arttoday.com
34	Nova Development Corporation	72	EyeWire Collection/Getty Images	105	© 2001–2002 www.arttoday.com
38	EyeWire Collection/Getty Images	74	EyeWire Collection/Getty Images	107	<b>top:</b> © 2001–2002 www.arttoday.com
39	PhotoDisc Collection/Getty Images	75	<b>bottom:</b> Image Club ArtRoom/EyeWire Collection/Getty Images	108	PhotoDisc Collection/Getty Images
42	EyeWire Collection/Getty Images	77	<b>top:</b> PhotoDisc Collection/Getty Images	109	© 2001–2002 www.arttoday.com
43	PhotoDisc Collection/Getty Images	79	Nova Development Corporation	110	PhotoDisc Collection/Getty Images
				111	Image Club ArtRoom/EyeWire Collection/Getty Images



- 113 © 2001–2002  
www.arttoday.com
- 116 **all:** Image Club ArtRoom/  
EyeWire Collection/Getty  
Images
- 118 Nova Development  
Corporation
- 119 Nova Development  
Corporation
- 121 Nova Development  
Corporation
- 122 **bottom:** © 2001–2002  
www.arttoday.com
- 125 PhotoDisc Collection/Getty  
Images
- 126 © 2001–2002  
www.arttoday.com
- 128 EyeWire Collection/Getty  
Images
- 131 PhotoDisc Collection/Getty  
Images
- 132 **ducks:** Image Club ArtRoom/  
EyeWire Collection/Getty  
Images
- 133 **violinist:** Image Club  
ArtRoom/EyeWire Collection/  
Getty Images
- 135 EyeWire Collection/Getty  
Images
- 137 Nova Development  
Corporation
- 138 © 2001–2002  
www.arttoday.com
- 140 **top:** PhotoDisc Collection/  
Getty Images
- 141 **top:** PhotoDisc Collection/  
Getty Images  
**bottom:** Nova Development  
Corporation
- 143 PhotoDisc Collection/Getty  
Images
- 144 PhotoDisc Collection/Getty  
Images
- 145 PhotoDisc Collection/Getty  
Images
- 147 PhotoDisc Collection/Getty  
Images
- 149 **axe and yo-yo:** Image Club  
ArtRoom/EyeWire Collection/  
Getty Images
- 150 **top:** Nova Development  
Corporation
- 151 © 2001–2002  
www.arttoday.com
- 152 PhotoDisc Collection/Getty  
Images
- 153 RubberBall Productions/Getty  
Images
- 158 **bottom:** PhotoDisc Collection/  
Getty Images
- 159 **bottom:** Nova Development  
Corporation
- 161 **all:** Nova Development  
Corporation
- 162 © 2001–2002  
www.arttoday.com
- 164 EyeWire Collection/Getty  
Images
- 165 EyeWire Collection/Getty  
Images
- 167 **zipper:** Image Club ArtRoom/  
EyeWire Collection/Getty  
Images
- 169 EyeWire Collection/Getty  
Images
- 172 **top:** PhotoDisc Collection/  
Getty Images  
**bottom:** Nova Development  
Corporation
- 173 **top:** PhotoDisc Collection/  
Getty Images
- 174 PhotoDisc Collection/Getty  
Images
- 175 Nova Development  
Corporation
- 177 © 2001–2002  
www.arttoday.com
- 178 Nova Development  
Corporation



